DOCUMENT RESUME

ED 374 799 IR 016 858

TITLE	CNN Newsroom Classroom Guides. August 1-31, 1994.
INSTITUTION	Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Atlanta, GA.
PUB DATE	Aug 94
NOTE	89p.; Videos of the broadcasts can be ordered from CNN. For guides from March through September 1994, see IR 016 853-859. The August 22, 1994 guide is missing and the text of pages for August 29, 1994, is printed in run-on fashion. the wrong part of the page.
AVAILABLE FROM	Available electronically through gopher at: askeric@ericir.syr.edu.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS	Cable News Network; *CNN Newsroom

ABSTRACT

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of August provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: (1) Haiti, exploration of Mars, Rwandan refugees, Goodwill Games, Paris landmarks, Whitewater investigation, HIP-HOP marketing, Clinton and health care, paper recycling, zoo nutrition, the United States and North Korea, and saving beaches (August 1-5); (2) racial tension in Wedowee, Alabama, baseball strike, SpaceArc, counting dolphins, racial tolerance, Middle East peace, AIDS vaccine, year round schooling, Egyptian heavy metal music, the Central Intelligence Agency, Watergate, Russian media magnates, scandals in Washington, DC, United States and Cuba, the Hybrid Car, new fish species, Crime Bill 1994, and slang (August 8-12); (3) Bosnia, generational conflict, international terrorism, natural disasters, advertising, global population, artificial reefs, downsizing, Cuban immigration, and magazine publishing (Aug 15-19); (4) Mexican elections, recycling, eating disorders and gymnasts, Cuban immigration, baseball strike, First Amendment, DNA testing, Fidel Castro, and religious networks (August 22-26); (5) shopping malls, the blues and American music traditions, ADAM (Animated Dissection of Anatomy for Medicine) software, non-nuclear American families, Britain's gypsies, school lunches, school uniforms, and obsolescence of technologies (August 29-31). (JLB)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Monday, August 1, 1994

ANCHOR DESK

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NOTICE TO TEACHERS AND STUDENTS:

TURN TO PAGE 4 OF TODAY'S CNN NEWSROOM GUIDE FOR INFORMATION ABOUT CHANGES IN THE CYBERSUMMER GUIDE AS CNN NEWSROOM PREPARES TO GO "BACK TO SCHOOL" FOR THE 1994-1995 SCHOOL YEAR.

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The U.N. Security Council votes to use "all means necessary," including a U.S.-led invasion, to restore democracy to Haiti.	6:00
HEADLINES	3	U.S. TROOPS MOBILIZE TO FIGHT FIRES IN WASHINGTON STATE... U.S. MARSHALS WILL TAKE OVER SECURITY AT PENSACOLA ABORTION CLINICS AFTER A DOCTOR IS MURDERED...	:45
FUTURE DESK	4	The next stop on humanity's trip to the stars will most likely be our neighboring planet Mars.	6:55
CLOSE	5		:35

EDITOR'S NOTE: TODAY'S NEWS TERMS

red planet coup exile fifty-fifty chance Ariane rocket

Jean-Bertrand Aristide planetary alignment Emile Jonassaint

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TOP STORY - HAITI

1. What action has the United Nations Security Council taken against the military dictatorship in Haiti? Identify the two nations on the Council who abstained? What were their views?
2. How does the U.N. resolution give U.S. President Clinton a "green light" for a military invasion of Haiti? If the U.S. does lead a military invasion of Haiti, what would be its purpose? Describe the two "phases" of a possible U.S. invasion.
3. In today's TOP STORY segment we see evidence of the division in Congress over a possible U.S. invasion of Haiti. We learn also that a new Gallup Poll shows only 54% of those surveyed support sending U.S. troops to Haiti and that approximately 41% say the U.S. should not invade Haiti at all.
   a. Challenge the class to come up with a set of unbiased polling questions to "take the pulse" of adults in their community on a possible U.S. invasion of Haiti.
   b. Have students work in groups to use those questions as they poll adults.
   c. Assist groups is collating their data and presenting it to the class.
   d. Lead a class discussion to interpret each group's data, combine all group numbers to look at the total picture.

   Ask: Overall, what do your statistics tell you about local reactions to a possible invasion of Haiti? How do your poll results compare to the Gallup Poll? Was your poll "scientific"? Why/Why not? Discuss.
4. Working in small groups, have students find out more about the reasons why Mexico and Uruguay abstained from the vote to endorse the use of force in Haiti. Have groups share information. Then challenge each student to write an editorial that one might read in a newspaper in Mexico or Uruguay the day after the resolution vote. What do representatives of each nation think of what has transpired in the Security Council? Why? Discuss.

FUTURE DESK - ON TO MARS

5. Ask: In your opinion how realistic are the projections made in the video about the possible exploration and habitation of Mars? If you were offered the option to go to Mars would you accept, given the odds quoted in the video of the probability of your return? Why? Why not?
6. Why do you think a manned Mars exploratory mission is predicted to be a multinational expedition? How important is it that humans in space be representatives of all of Earth's people?
7. Have groups investigate the history of Martian exploration. What missions have been sent to Mars? What information have they been able to send to Earth about the planet? Have groups exchange information. Discuss: What questions have these missions answered or raised about Mars?

CYBERSUMMER: FUTURE DESK: ON TO MARS

In 1946, American science fiction author Ray Bradbury turned his thoughts to the future and to Mars. His "The Martian Chronicles" is set to begin in 1999, five years in our future. Here is a summary of his fictitious timeline for Martian exploration.

Feb. 1999. On Mars, Mrs. K dreamed of a very tall man with very white skin who came out of the sky. The man in her dream explained that he was from the third planet, Earth. When she told Mr. K about it he scoffed, "The third planet is incapable of supporting life," he said. Shortly afterward, the first expedition to Mars from Earth arrived. Colonization had begun.

Dec. 2001. Ben Driscoll wanted a Mars full of trees to cool the towns, hold back winds and distill the fresh icy air. So he set out on his mission "Johnny Appleseeding" his way across the harsh Martian landscape. And the trees that he planted grew and grew.

Nov. 2005. Everyone came out to look at the sky that night, to watch the green star of Earth. There it was, and there in the coming war, were hundreds of thousands of friends and relatives, so very far away. At 9:00 Earth exploded into a giant fireball.

Compare and contrast Bradbury's vision of life on Mars with that portrayed in the video. How might an author such as Mr. Bradbury approach the themes of "The Martian Chronicles" today if he/she were writing a new edition or revising the original? Given what we know now of Mars, where might Mr. Bradbury's ideas of Mars exploration and your ideas, drawn from the video or other sources, meet?

Use the space below to write

Date: Wed, 7 Sep 94 11:16:54 -0400
From: Janet LaFrance <janet@ericir.syr.edu>
Subject: Aug 02 Classroom guide

Tuesday, August 2, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The U.N. High Commissioner inspects the center for Rwanda's refugees in Zaire while the campaign of intimidation continues in the camps.	3:20
HEADLINES	3	U.S., ALLIES MEET TO DISCUSS BOSNIAN CRISIS...CONTRADICTING TESTIMONY IN WHITEWATER HEARINGS...	1:00
INTER'L DESK	4	Paris' famous landmarks have been besieged by pollution, age and waves of tourists.	2:55
DID YOU KNOW?	5	...who is the youngest and fastest person to swim from Alcatraz to the San Francisco Bay?	:20
GAMES	6	The third Goodwill Games is having its "ups" and "downs" but the U.S. continues to bring home the gold.	5:45
CLOSE	7		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

refugee cholera intimidation propaganda rehydration salts
heptathlon decathlon rehabilitation reconstruction

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TOP STORY - RWANDA

1. What conflicting messages are Rwandan refugees in Zaire receiving and from whom? Based on what you have seen and heard recently about the war in Rwanda, if you were a refugee, what course of action would you take? Explain.
2. Discuss the irony in the following statement from the video: "There are two main ethnic groups in Rwanda...Hutu's are the majority. Today they are the majority refugees in neighboring Zaire...."
3. What kinds of physical conditions are present typically in a refugee camp?
   a. While viewing have students write down each physical condition cited.
   b. After viewing discuss the effects each condition has on the human body.
   c. Challenge students to research the kinds of medical conditions typical of refugee camps any where in the world.
   d. Invite a community health professional to class to discuss these conditions and answer students' questions.

   After the visitor leaves, have students brainstorm game plans for halting the spread of disease in camps. What specific actions would they take if they were health workers under those conditions? How would they fund their relief efforts? What does the money buy? How would they prioritize their resources? Share game plans in class. Submit a written copy of the final plans to a local aid organization.

GOODWILL GAMES

4. What are the Goodwill Games? Why do you think well-known Olympic athletes compete in these games? Have students work in groups to come up with a set of different events to determine the greatest athlete of all time. First have groups discuss, then come to consensus about the criteria they will use to determine athletic excellence. Then tell them to describe the series of events. Reconvene the class and determine, as a class, the events that best measure athletic ability and why.
5. What kinds of competitions do you expect to see in huge sporting events? Are there any sports that are not part of the event now that you would want to see included in the future? If so, what are they? Why do you think they have not been included?
6. Replay the video segment with the sound off and have students write their own sports commentary. Students should describe the athletes' performances; add background information on the athletes, teams and the sporting events; and describe the locale. Have them share their commentary in a class broadcast.

INTERNATIONAL DESK:
CYBERSUMMER: IS PARIS FALLING?

BEFORE VIEWING: What famous buildings and structures exist in Paris? Why is it called the "City of Lights?"

AFTER VIEWING: How is Paris changing? Why are major renovations underway in many of Paris's most famous buildings? According to the video, what forces have taken their toll on many of Paris's well-known landmarks?

FOR DISCUSSION:

Describe some of the kinds of renovations underway in the buildings of Paris. Which buildings are actually going through expansion? In what way have some landmarks become "victims of their own success"?

Do you think that preserving these buildings is a cause worthy of the millions of dollars it will cost? Explain. If so, who do you think should pay for the repairs? Why?

ACTIVITIES: (Choose one of the following):

Is it possible to "tourist proof" a historic building and its contents? Visit a local museum or historic site and talk to its curator or guide to find out how the site protects its treasures while providing an inviting atmosphere for the viewing public. Choose one area or portion of the building and redesign it to protect it from "tourist abuse" while maintaining a "tourist-friendly" tone. Write or diagram your ideas and present them to the curator/guide for critique.

Talk to a structural engineer or architect to find out what kinds of problems older, historical buildings have as they "age" and what steps can be taken to slow the "aging" process. Find pictures of old buildings and discuss what can be done to address this problem while preserving the integrity of the original building.

How would you redesign/rebuild some of the buildings in your area? Choose one old building or landmark in your community and examine it to determine what factors have contributed to its condition. What natural and human-made forces specific to your area have an effect on structures there? Can you think of other structures in your area that have damage from these causes? Share ideas with your family on how you would redesign or rebuild one of these structures to minimize these forces.

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CYBERSUMMER QUESTIONNAIRE

As discussed in yesterday's GUIDE, this week the CNN NEWSROOM GUIDE will be in transition between CYBERSUMMER and the standard school year GUIDE. As we wind down CYBERSUMMER, we'd like your thoughts. Please take a few minutes to answer these questions.

1. What stories or coverage did you find most informative on CNN NEWSROOM this summer? Which were most interesting?

2. Did you use the CYBERSUMMER GUIDES? If so, approximately how often did you use them?

3. If you were a regular user of the CYBERSUMMER GUIDE, what aspects of the Guide did you like most? least?

4. How could the CYBERSUMMER GUIDE be changed to suit your needs better?

5. Did you ever participate in any America Online "live" discussions? If so, what did you like most/least about it?

We really want to hear from YOU! Your opinions DO make a difference! Please respond by either:

FAXING your Questionnaire to CYBERSUMMER QUESTIONNAIRE,
Fax # (404) 827-2801

MAILING your Questionnaire to CYBERSUMMER QUESTIONNAIRE
One CNN Center
Box 105366
Atlanta, GA 30348-5366

OR by LEAVING a message in the CYBERSUMMER file on AMERICA ONLINE.

Wednesday, August 3, 1994

ANCHOR DESK

TEACHERS AND STUDENTS: See Pages 3 and 4 of this GUIDE for a VIEWER'S GUIDE to the Whitewater hearings. Keep these pages as a resource as you follow the hearings on CNN.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	A U.S. Treasury official is in the "hot seat" during marathon Whitewater hearings.	5:00
HEADLINES	3	WHITE HOUSE CHANGES STORY ON WHITEWATER DOCUMENTS...FORMER HAITIAN SENATOR WOUNDED IN ASSASSINATION ATTEMPT...U.S. HELICOPTERS ON LOOKOUT FOR SMUGGLERS NEAR HAITI...	1:00
NEWSDATE	4	On this date...1492...1949...	:30
AT ISSUE: METRIC MESS	5	It appears the American mile will be around for a while.	2:30
DEFINITION	6	HIP-HOP: A street subculture, originally among urban teenagers in the U.S...	:30
BUSINESS DESK	7	Companies are capturing the essence of hip-hop and using it in marketing.	2:35
DID YOU KNOW?	8	...these facts about the Metric System?	:30
CLOSE	9		1:25

EDITOR'S NOTE: TODAY'S NEWS TERMS

Savings and Loan | Treasury Department | Metric System | marketing

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TOP STORY: WHITEWATER

1. BEFORE VIEWING have students brainstorm a list of questions they have concerning Whitewater. AS THEY VIEW, have them watch carefully for information, graphics, quotes, names and dates that address these issues. AFTER VIEWING, have them apply the information in CYBERSUMMER: A VIEWER'S GUIDE TO WHITEWATER (pages 3 & 4). Guide students to organize and analyze the information they have now. What questions remain unanswered? What other resources might they use? How might continuing hearings address these issues? CHALLENGE: Have each student act as the final member on the Congressional Committee. What would they ask and to whom would they address their questions? Why? Have students track these issues as the Whitewater story unfolds.

AT ISSUE: METRIC MESS

2. Why is Congress involved in this "metric mess"? Why has the planned switch-over backfired? Create a class list of advantages and disadvantages of the switch-over. Use this list to write a rationale for either switching to metric or continuing the U.S. Standard System.
3. Have students keep track of and convert all the standard measures with which they come in contact during the course of a single day: from the measurements on the back of a cereal box to the speed limit in the school zone to their weight on the bathroom scales. Using this experience, have them develop an awareness campaign that would prepare and educate the public on "Metric Maneuvers."

BUSINESS DESK: HIP HOP MARKETING

4. Define "target marketing" using Da Streetz as an example. What marketing techniques are especially useful for this target group? According to Watkins and Latimer, what features make their company different from--and more successful than--other agencies in the business?
5. Working in groups of three, have students select a marketing director (leader), advertising executive (writer) and treasurer (resource/task manager). Have groups choose or randomly assign to each group a "new" product that has a fairly clear target audience: baby formula, athletic vitamins, dinosaur-shaped cereal, hair dye. Based on their target market, have students develop a marketing strategy: ad copy; audio soundtracks; media--television ads (programs/times), billboard placement, magazines. Have groups present their marketing mock-up to the "stockholders" of the company. Have the class critique group presentations based on their effectiveness and the estimated costs of the "media blitz."

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********    **    ** CYBERSUMMER:  VIEWER'S GUIDE TO WHITEWATER
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Here is some background information that may help you understand what is happening as you follow the Whitewater hearings on CNN.

WHAT IS WHITEWATER?

Whitewater Development Corporation was a 300-acre real estate venture in the Ozark Mountains of Arkansas. In 1978, Bill and Hillary Rodham Clinton formed a partnership with their friends James and Susan McDougal to buy and develop the land. The venture failed. James McDougal also owned a savings and loan institution, Madison Guaranty, which collapsed in 1989, leaving taxpayers with a tab of between $47 million and $60 million. The entire chain of events has been nicknamed "Whitewater."

WHAT IS THE FOCUS OF THE HEARINGS?

Because of a continuing investigation by Special Counsel Robert Fiske, the first round of Congressional hearings will be limited to two major areas:

1. The suicide of White House Deputy Counsel Vincent Foster, a longtime friend of the Clintons and their advisor on the Whitewater matter. Special Counsel Fiske determined that the July 20, 1993, shooting was in fact a suicide. Yet conspiracy theories abound. The night his body was found, White House Counsel Bernard Nussbaum and other aides searched Foster's office and removed Whitewater files. Ms. Clinton now admits that the papers were given to her Chief of Staff and kept at the White House for several days before they were delivered to the Clinton's lawyer.

2. More than 20 possibly improper contacts by senior Clinton Administration officials with the Treasury Department regarding a Resolution Trust Corp. investigation of Madison Guaranty. Fiske found no criminal violations but questions remain.

WHO WILL BE LEADING THE HEARINGS?

The Congressional Committee Leaders are:
House Banking Committee Chairman Henry Gonzalez (D-Texas)
Senate Banking Committee Chairman Donald Riegle (D-Mich.)

The Republicans are the Minority Party in both Houses. Since they do not hold chairs on these committees, their committee members will be led by Senator Alfonse D'Amato (R-NY).
(continued on next page . . .)

PART II:
CYBERSUMMER: VIEWER'S GUIDE TO WHITEWATER

WHO WILL BE THE STAR WITNESSES AT THE WHITEWATER HEARINGS?

Among those who have been asked to testify are: Lloyd Cutler, the White House Counselor advising the Clintons on Whitewater; Jean Lewis, the federal investigator who delved into the failure of Madison Guaranty; Treasury Department lawyer Jean Hanson, who has already testified and contradicted the testimony of Deputy Treasury Secretary Roger Altman; and Josh Steiner, aide to Treasury Secretary Lloyd Bentsen, whose diary has been the subject of intense scrutiny.

WHAT WILL BE DISCUSSED IN FUTURE COMMITTEE HEARINGS?

Once Special Counsel Robert Fiske completes his investigation, the committees are expected to hold more hearings in an attempt to answer the following questions:

* Did White House aides obstruct justice by removing Whitewater files from Vince Foster's office shortly after his death? That issue is expected to be the focus of hearings that could occur this fall.

* Did the Clintons' Whitewater dealings include any illegal activity, such as influence-peddling or diversion of any Madison Guaranty money into their real estate business?

* Did Whitewater cause losses for which taxpayers may have paid the bill?

WHAT TERMS WILL I NEED TO KNOW TO FOLLOW THE HEARINGS?

You'll be hearing these terms and phrases repeatedly; now might be a good time to learn more about the meaning of each as it pertains to the Whitewater case:

testimony	independent investigator	special counselor
influence	Treasury Department	federal regulators
contacts	Resolution Trust Corp.	contradiction
partisan	minority party	subpoena
advisors	conflict of interest	improper donations
disclosure	Standards of Ethical Conduct	allegations

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from "Whitewater: Congress delves into the debate," by Julia Malone, THE ATLANTA JOURNAL & CONSTITUTION, 7/24/94, p. A8.

Thursday, August 4, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	President Clinton and Congress struggle to find an election-year solution to the health care dilemma.	5:25
HEADLINES	3	BOSNIAN SERBS REJECT LATEST PEACE PLAN... U.S. TROOPS FIGHT PACIFIC WILDFIRES...	:40
NEWSDATE	4	On this date...1830...1900...1993...	:30
THE ECOLOGY	5	A new "de-inking" process may help save the environment while producing a better quality of recycled paper.	2:35
AGENDA: EARTH	6	- America's beaches are inadequately monitored. - Biologists will cross-breed panther species in an effort to boost their population.	:40
SCIENCE DESK	7	If you were a zoo animal, what might be your "breakfast of champions"?	2:40
DID YOU KNOW?	8	...the unseasonably dry weather at the Goodwill Games has been, in part, human-made?	:30
CLOSE	9		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

George Mitchell, Richard Gephardt, "95% coverage", mandatory, Medicare, enzymes, de-inking, fiber, biotechnology

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TOP STORY - CLINTON/HEALTH CARE

1. How has President Clinton changed his views on health care in recent weeks? Why do you think the President has changed his mind about universal health care and private (vs. government) health care coverage? Do you think the American public perceives these changes in policy as his reneging on a campaign promise or as a necessary compromise for the Clintons' health care policy to pass Congress? Explain.
2. Who are the Majority Leaders of the U.S. House and Senate? Why have they devised alternatives to the President's health care plan? How are their plans different from Pres. Clinton's?
3. What is meant by the terms "employer mandates," "bureaucracy," "universal coverage"? Have students work in groups to search the video and other media resources for references to "health care terms" that they feel students do not understand. Reconvene the groups and have each present its terms. Then divide the terms among groups and have them research the meaning of each as it applies to this issue. Assist students in compiling a resource called "Understanding the Language of Health Care" that they can keep as a classroom reference.
4. Divide the class into small groups. Have each group research any one of the health care proposals currently under discussion in the U.S. House or Senate. Students will find that there are other proposals in addition to those offered by Senator Mitchell and Congressman Gephardt.
   a. Have each group research its chosen plan and prepare a chart on poster board that highlights its basic points.
   b. Have groups present their findings to the class, using the chart as a visual aid.

   In a class discussion, have students predict which plan, if any, will receive enough support for passage in the House and Senate and why. If students do not believe any one plan has enough support, ask them to state the parts of each plan they think members of Congress would find objectionable and why.

THE ECOLOGY: DE-INKING PROCESS

5. According to the video, approximately what percentage of paper fiber is recycled? How could that percentage be increased?
6. How does the new de-inking process developed by scientists at North Carolina State College work? How is this process different from the conventional method of de-inking? Working in small groups, have students brainstorm a list of the positives and negatives of the new process. Have groups share their lists in a class discussion. Ask: What strategy would you pursue to convince both consumers and paper manufacturers that this process is worth the cost? Do you think both consumers and manufacturers would be receptive? Why/Why not?

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DESK: ZOO NUTRITION

1. BEFORE VIEWING: When its feeding time at the zoo, what do animals eat? How does their captive diet compare with the diet they would eat in the wild?

2. AFTER VIEWING: What are some of the considerations that have to be weighed in creating a diet for a captive zoo animal?

3. Before viewing the segment gather students into small groups and have each group:
   a. Find out the necessary elements of a diet: proteins, carbohydrates, etc., from health and nutrition sources.
   b. Identify what each of these elements provides for the body and the consequences of a deficit in any one element.

   Reconvene the class. Have groups compare their information, then watch the segment. After viewing, distribute the HANDOUT (pg. 4) and send the class back into their groups. Have each group complete the HANDOUT by:
   c. Determining what each species eats in the wild.
   d. Brainstorming a list of suitable, easily obtained substitutes that could be used as alternatives in captivity.

   Have groups share ideas. What impact might the ability of a species to adapt to a captive diet have on the prospects for the survival of that species both in the wild and in captivity?

4. When in captivity an animal's "lifestyle" changes from having to hunt or search for food and protect itself from predators to a habitat where predators are gone and food is provided. How would such a change impact the dietary needs of a species? Invite a local veterinarian or wildlife manager to class to view the segment. Have students prepare questions for your guest relating to animal dietary needs. Guide students to compare animal nutrition needs under differing circumstances to the needs of humans and their different "lifestyles."

5. What does your pet eat? How does it compare to human food? Challenge students to bring to class samples of pet and human food labels that contain content information. Then have students examine, compare and interpret each label for its respective contents and proportions. Given the nutritional needs of you and your pet, which one of you has the most suitable diet? Why? Challenge students to prepare a rationale for their answer and share it in class.

---------- CNN NEWSROOM: TODAY'S NEWS TERMS ----------

cholesterol nutrient Dr. Ellen Dierenfeld vitamin
nutritionist protein arterial sclerosis minerals

STUDENT HANDOUT: ZOO NUTRITION

BEFORE YOU BEGIN, INVESTIGATE: The six basic nutrients we need to stay healthy and strong are: proteins, carbohydrates, fats, water, vitamins and minerals. How does each one of these elements help maintain the body and its functions?

DIRECTIONS: For each of the species of animals listed below that are found in most zoos determine:

a. What nutrition sources they have in the wild and
b. What likely substitutes you would choose to feed them if you were responsible for their captive upkeep.

SPECIES	DIET IN THE WILD	LIKELY CAPTIVE SUPPLEMENTS
Large Cats (lions, tigers leopards)		
elephants		
giraffe		
seals, sea lions		

Examine your list. What considerations do you have to keep in mind as you look for food substitutes? Share your ideas with the class.

What impact will the ability of each species to adapt to your captive diet have on prospects for its survival both in the wild and in captivity? Discuss.

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******   ***     ***     *                    Friday, August 5, 1994
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*       *    *  *    *  *
**********     ***     *** ANCHOR DESK _____________________________
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Talks resume in Geneva today between the United States and North Korea.	2:50
HEADLINES	3	YUGOSLAVIAN GOVERNMENT IS WITHDRAWING ITS SUPPORT FOR BOSNIAN SERBS...	:30
THIS WEEK	4	...CNN NEWSROOM brought you stories about Haiti, Rwanda, health care and Whitewater.	4:00
NEWSDATE	5	On this date...August 5, 1962...	:20
THE ECOLOGY	6	A first-of-its-kind experiment to slow beach erosion seems to be working.	2:20
FYI	7	The 57th Annual Soap Box Derby will be held in the U.S. on Saturday.	:20
EDITOR'S DESK	8	Jerrold Ladd of Dallas, TX, has beaten almost insurmountable odds to become an award-winning writer.	3:10
CLOSE	9		:55

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

Kim Jong Il plutonium erosion artificial reef undertow

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TOP STORY - U.S./NORTH KOREA TALKS

1. What event postponed U.S./North Korea negotiations over a month ago? What impact has that event had on the political situation in North Korea? Who is that nation's new leader? What is known about him?
2. Why are North Korea's radioactive fuel rods of such interest to the U.S. and the rest of the world community? According to North Korea, what soon needs to be done with these rods? Why is that a chilling prospect to other nations?
3. Pose these questions to students: What is the primary task ahead for U.S. negotiator Robert Gallucci? How might he convince the North Koreans to follow this course? Then, working in small groups, have students
   a. research the nuclear situation in North Korea and the steps that have been taken to defuse the crisis;
   b. share their information in a class discussion;
   c. outline the policy that they think the United States should follow in its negotiations with North Korea; and
   d. present each group's policy and rationale, acting as members of Mr. Gallucci's team of negotiators.

   Have groups evaluate the effectiveness of each other's policy based on their knowledge of the situation so far. Can this situation be resolved peacefully and to the mutual satisfaction of all parties involved? Discuss.

THE ECOLOGY: BEACHSAVER

4. What new method is the town of Avalon, New Jersey, employing in an attempt to save its beach? How does this method work? What are some of its drawbacks?
5. Working in small groups, have students study beach erosion and locate one area damaged by this phenomenon. Have each group present its findings to the class. Then challenge each group to come up with an idea to minimize the erosion of that beach. Have groups diagram and explain their idea to the class. What are the positives and negatives of each idea? Which ideas seem most feasible? most original? Discuss.
6. Lead a class brainstorm session to generate a list of the natural forces that do the most physical damage to your area. Discuss with students how these forces have impacted your community, such as loss of life and property and economic losses. Then divide students into groups and ask this question: Is there anything humans can do to reduce the loss and damage these forces can cause? If so, what would you suggest? Have each group discuss its responses to these questions. Reconvene the class and survey group responses. Conclude by asking the class if they think it is always desirable, or even possible, to contravene natural forces.

PROJECTS TO PUBLISHING DESK:

DIRECTIONS: Jerrold Ladd exemplifies the adage, "If life hands you a lemon, make lemonade" and the belief that one person can make a difference. Recall the sights and sounds, images and scenes that are described and depicted in the video in order to imagine the kind of material Ladd had to draw on for his book.

Use adjectives and adverbs to describe

Ladd's life as a child	Ladd's adult life

If you wanted to render your life experience into an artistic expression, what adjectives/adverbs would you use to describe

Your life as a child	Your future life

Use both sets of descriptors to write A DAY IN THE LIFE diary entries for yourself. Express your life artistically--then, now and/or in the future--in a short story, drama or screenplay, a drawing or painting or as lyrics or music. Share your art work.

STUDENT HANDOUT: THIS WEEK IN THE NEWS

DIRECTIONS: THIS WEEK CNN NEWSROOM brought you 4 prominent stories, 2 international, 2 domestic. None of these issues is new. Develop an annotated timeline of these events by filling in the boxes below with the following information: (A) when did news of this event begin and why? You may have to research past CNN NEWSROOM Guides and other media sources. (B) What is the current state of affairs? (C) Predict this issue's news status by the end of 1994.

HAITI	RWANDA
A.	A.
B.	B.
C.	C.

CLINTONS' HEALTH PLAN	WHITEWATER
A.	A.
B.	B.
C.	C.

On the reverse side of this sheet, state your rationale for the outcomes that you predicted. Compare your annotations with those done by your classmates and share your predictions for the continuation or final outcome of these stories.

Monday, August 8, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	An Alabama school at the center of racial tension burns to the ground.	4:20
HEADLINES	3	-NATO WARPLANES BOMB BOSNIAN SERB TARGETS... -NEW BORDER CROSSING IS LANDMARK OF PEACE...	:45
AT ISSUE:	4	Friday is the deadline for a possible Major League Baseball strike in the U.S.	2:00
AROUND THE WORLD	5	Kids from around the world compete in the 57th All-American Soap Box Derby...	:30
FUTURE DESK	6	SpaceArc contains first-person accounts of history for future generations.	2:40
AGENDA: EARTH	7	Bluefin tuna populations are down 94% in 20 years.	:20
THE ECOLOGY	8	The Marine Science Museum in Virginia Beach, Virginia, is about to conduct its "nose count" of the Bottlenose Dolphin.	2:25
CLOSE	9		1:15

EDITOR'S NOTE: TODAY'S NEWS TERMS

Wedowee, Alabama — Hulond Humphries — interracial couples
Ku Klux Klan — SpaceArc — James Ferren — Bottlenose Dolphin

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TOP STORY - SUSPICIOUS SCHOOL FIRE IN ALABAMA

1. Describe the social climate that has existed in Wedowee since February. Give examples of key events that have contributed to this situation and the challenges the townspeople now face.
2. Challenge students to evaluate their lives for ethnic or racial harmony by keeping personal logs of their contact with members of a different group. Brainstorm with the class to develop criteria for determining if an interaction is positive, neutral or negative. Ask students to use the HANDOUT (pg 4) to record, describe and rate their contacts for one week. At the end of the week, ask students to share their reflections.

AT ISSUE: BASEBALL STRIKE

3. What is the primary obstacle between Major League Baseball players and team owners at this point? Based on the information presented in the video, do you think the players will strike? State your rationale.
4. Many fans feel that they will be the losers if major leaguers walk out. Who else stands to lose? Working in small groups, have students choose any city in the U.S. that has a Major League Baseball team and determine approximately how much money that city makes as a result of professional baseball. Have each group present its findings to the class. Generate a class discussion about the overall loss of revenue and how these cities might be affected. Besides fans, who are the other "big losers" in the event of a strike? Discuss.

FUTURE DESK: TIME CAPSULE

5. What is "SpaceArc"? According to its project director, how will it offer a "different" account of history?
6. If you wanted to preserve your "time in history" for future generations, what would you want to include? Distribute the STUDENT HANDOUT (pg 3). Have each student follow the directions and note his/her ideas for each of the categories listed. Then have each student compose the message he or she would include in a time capsule that illustrates some of these ideas. Have students share their ideas. How was each person's perception of "history" different? What does this tell students about historical accounts and methods of recording history? Discuss.

THE ECOLOGY: DOLPHIN COUNT

7. How does one "count dolphins"? Is this a precise method of determining the Bottlenose Dolphin population? Are possible inaccuracies a concern of marine scientists? Why/Why not?
8. Have groups of students choose species of animals commonly found in their community and familiarize themselves with their appearance. Challenge each group to choose a place frequented by its chosen species and count the number seen over a specified period. Reconvene groups and discuss how their findings can help authorities in their attempts to preserve the local ecology.

STUDENT HANDOUT: TIME CAPSULE

DIRECTIONS: If you could save your "time in history" for future generations to read and appreciate, what would you want people to know about life in your community, your nation, your world? Suppose you could preserve your thoughts in a time capsule. In the space below each category, write down your impressions related to that category that you would like to pass along to future generations.

MUSIC & THE ARTS -

SCIENCE AND TECHNOLOGY -

POLITICS -

FADS & FASHIONS -

HUMAN RELATIONS -

THE NATURAL WORLD -

ISSUES AND CHALLENGES -

On a separate sheet of paper, compose a message to someone who might find your time capsule a million years from now. Use your ideas from the categories above to explain what life was like in 1994. Share your ideas with others in your class. What do the different perspectives tell you about history and the way it is recorded?

LOOKING INWARD, REACHING OUTWARD: TESTING TOLERANCE

STUDENT HANDOUT:

How tolerant are you of members of different cultural, racial or ethnic groups? Use the handout below to evaluate the nature of your relationship with one cultural group in your community.

DIRECTIONS: Use the form below to keep a private record of contacts with your chosen culture for one week. For each positive interaction, write +1 in the score blank; for each neutral contact, score 0; and, for each example of a negative interaction, write -1 in the blank. Be as honest as you can; this is a confidential test designed to help you develop self-awareness. Your teacher may be able to assist you if you are not sure how to score yourself. At the end of the week, add and subtract to determine the overall quality of your relationship for that week.

WEEK OF:_____ MY TARGET CULTURE:_____

DATE	Brief Description of Contact	SCORE
------		------
------		------
------		------
------		------
------		------
------		------
------		------
	TOTAL:	------

REFLECTING: Look at your total score. What does it mean to you? How accurate do you think it is? Would you have scored differently another week? Why/Why not? Would you like next week to be different? How? What could you do to make that happen?

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Tuesday, August 9, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	A new border signals a new beginning for relations between Jordan and Israel.	3:50
HEADLINES	3	NORTH KOREA BARGAINS FOR 'COMPENSATION'... WHITE HOUSE EXPRESSES CONCERN OVER NEW INDEPENDENT COUNSELOR...	:45
AT ISSUE:	4	Is a vaccine against HIV worth the risks?	2:55
NEWSDATE	5	On this date...1945...1974...	:20
OUR WORLD	6	Educators are taking note of a student laboratory in Atlanta that runs year-round.	2:25
NEWSFACT	7	The Egyptian National Anthem is "Beladi, Beladi" ("My Country, My Country").	:20
INTERNAT'L DESK	8	Can you hear head-banging tunes within sight of the Great Pyramids?	3:10
CLOSE	9		:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

Six-Day War Prince Hassan Yitzhak Rabin King Hussein vaccine
HIV AIDS World Health Organization overcrowding poverty

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TOP STORY: ISRAEL AND JORDAN CELEBRATE PEACE

1. What has the former mine field between Israel and Jordan become now? In what ways is this symbolically appropriate? Note and discuss other significant symbolic gestures in the ceremony.
2. Using the story and other recent media, encourage students to find tangible evidence that the relationship between Israel and Jordan is improving. Challenge students to find facts to substantiate or refute the story's prediction that the nations of the Middle East might one day achieve true peace.
3. Commemorate the event. Provide examples of historical roadside markers from your region. In pairs, have students design markers explaining the significance of the former mine field. Post the markers along a wall or hallway and have the class lead other students on a "tour" of this historical site.

AT ISSUE: AIDS VACCINE

4. BEFORE VIEWING: Ask students to imagine that a new experimental vaccine for AIDS has just been developed. What do they predict will happen next? Would they volunteer to be vaccinated? Why or why not?
5. AFTER VIEWING: Challenge students to compare their predictions and responses to the material presented in the video. What are some of the drawbacks to testing experimental vaccines? What are some of the reasons given to proceed as quickly as possible? Would students still volunteer to test an AIDS vaccine? Why or why not?
6. Divide the class into three groups, each one representing a committee of the World Health Organization (WHO) charged with making a recommendation for or against releasing an experimental AIDS vaccine to an embattled country like Thailand. Have students use the HANDOUT (pg 4) to gather research on previous vaccine experiments and to record predicted advantages (PROS) and negative outcomes (CONS) of sharing an AIDS vaccine. Encourage each group to come to a consensus and to develop a rationale to share with the whole class.

OUR WORLD: YEAR-ROUND SCHOOL?

7. What are some of the reasons school districts choose a year-round schedule? How does this schedule work? What are the advantages to this system cited in the story?
8. Investigate the feasibility of year-round schooling in your community. Guide students in designing and conducting a survey to determine the level of support for such a schedule. Assign one group of students to poll each segment of your school community: students, staff and parents. Share and discuss the results and the reasons respondents gave for their positions. Follow up by writing an editorial for the local paper arguing for or against a year-round schedule.

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*****  *     *  *****  **  *
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  *    *  *  *    *        *
  *    *   * *    *        *
*****  *    **    *        *
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***** DESK: EGYPTIAN HEAVY METAL

1. BEFORE VIEWING: Locate the nation of Egypt on a world map. What do you know of its culture and customs?

2. AFTER VIEWING: How is heavy metal music contrary to the way of life of most Egyptian youth? Who are the "heroes" of Egyptian heavy metal fans? How do they compare to your musical heroes?

3. In what ways is Firas Al-Atraqshi like/unlike other Egyptians his age? How does his mother's taste in music compare to his? Are there similar musical "disputes" in your family? Explain.

4. For many youths throughout history, music has represented rebellion. What kinds of music have stirred the hearts of youth while arousing the ire of adults? How did the events of that time contribute to feelings of rebellion?
   a. Challenge each student to interview older family members to learn more about the musical styles that symbolized rebellion for their generations.
   b. Invite students to share their interviews and findings in a class discussion. What was it about each musical style that youth found magical and parents found repugnant?
   c. Divide students into groups and have each group select one of the kinds of "music of rebellion" discussed and research what was happening at that time in history.
   d. Have groups share their findings and discuss how those events shaped the lyrics and music of that period.

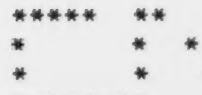
   Conclude with a discussion of the current political and social climate in Egypt and how these factors may be contributing to Egyptian youths' affinity for heavy metal.

5. How does art offer a valve for youth to "blow off steam" and express themselves within a society? Working in small groups, have students search out young local artists and study their work. Have each group report their findings to the class. What is each artist saying about your community or your society in general? Do you agree/disagree with that interpretation?

CHALLENGE: Have each student create an artistic response to the world in which he or she lives and present the effort to the class. After each presentation, ask the student-artist to explain what his/her creation might have in common with other young artists' interpretations around the world. What feelings/emotions do you think all youth share? Why?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

heavy metal conformist conservative Pyramids fundamentalist



August 9, 1994 (4)

STUDENT HANDOUT: AIDS VACCINE FACTS FORM

Should the experimental AIDS vaccine be released to "Country X"?

Historical Perspective: Research the histories of TWO vaccines developed to fight diseases in the past.

VACCINE #1_____

Date of discovery_____ People responsible_____

Disadvantages (side effects, cost, distribution logistics, public reactions, etc.) _____

_____

Advantages (lives saved, long-term savings, etc.) _____

_____

VACCINE #2_____

Date of discovery_____ People responsible_____

Disadvantages (side effects, cost, distribution logistics, public reactions, etc.) _____

_____

Advantages (lives saved, long-term savings, etc.) _____

_____

Based on your historical research and your knowledge of the AIDS crisis, compile a list of PROS and CONS:

REASONS TO APPROVE RELEASE

REASONS TO DENY RELEASE

Discuss these and their relative significance as you work toward reaching a group decision and preparing a rationale statement.

```
******   ***     ***     *                Wednesday August 10, 1994
*       *  *    *  *    *
*       *   *   *   *   *
*       *    *  *    *  *
**********     ***     *** ANCHOR DESK _____________________________
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	A super-secret "spy" office raises eyebrows and ire in Congress.	3:00
HEADLINES	3	-HEALTH CARE DEBATE STARTS IN SENATE -IN THE HOUSE, THE CRIME BILL APPROACHES A VOTE	:45
NEWSQUIZ	4	Who received U.S. President Nixon's letter of resignation? Secretary of State Henry Kissinger.	:30
AT ISSUE:	5	After 20 years, the memory of Watergate still stirs emotions.	4:20
DEFINITION	6	Magnate: a powerful or influential person, especially in business or industry.	:30
BUSINESS DESK	7	Vladimir Gusinsky builds a multi-media empire in Russia.	3:05
NEWSDATE	8	1988... 1949... 1846...	:30
CLOSE	9		1:35

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

CIA "classified" programs Watergate Richard Nixon
"credibility gap" cynicism Vladimir Gusinsky

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TOP STORY: THE CIA'S EXPENSIVE SECRET

1. BEFORE VIEWING: Discuss with students the usual congressional approval process for large expenditures by government agencies. Tell the class that one agency is asking for $ 300 million to build an office complex. Brainstorm together the kinds of questions a congressional committee might ask the agency in order to decide whether or not to approve the monies.
2. AFTER VIEWING: Ask students to point out the ways that the process was bypassed, how it was kept a secret and from whom. Encourage students to respond to the issue of secrecy. As a class, generate a list of possible emotional responses to the story--what might different Americans feel as they learn of the secrecy? the cost? What attitudes toward government do these different views represent?
3. Challenge students to compile a Citizens' Dictionary of Political Attitudes. As a class, brainstorm possible terms and include cynical, skeptical, apathetic, partisan, trusting and gullible. In groups, students should develop working definitions for each term as well as imagine how each attitude might translate into action. For example, what does a cynic do? Finally, challenge each group to create an attitude profile of the ideal citizen. What attitudes do they feel are constructive or beneficial? Encourage students to share their profiles and their reasoning.

AI ISSUE: WATERGATE'S ANNIVERSARY

4. Discuss with students the consequences of Watergate. What is "the credibility gap"? Where can it be observed? What effects can it have on the ability of a government to function?
5. Challenge students to gauge the impact of Watergate on the American people. Ask each student to interview one adult on the subject, "Where were you when Nixon resigned the presidency?" Use the responses to compile a series of oral histories on how people felt on that day and the impact, if any, it has had on their attitudes toward government.
6. Scandals are a fact of political life in Washington, D.C. Distribute the HANDOUT (pg 4) on scandals and near-scandals to groups. Have each group choose one of the events and research to determine the political factors that may have contributed to its outcome.

BUSINESS DESK: RUSSIAN MEDIA MAGNATE

7. Assist students in researching the basic economic differences between communism and capitalism. Then distribute the STUDENT HANDOUT (pg 3) and challenge them to apply what they have learned to complete the chart. Students will compare the operation of a newspaper under economic communism and under capitalism. Have students share their findings. Using the responses to the questions on the HANDOUT, have students discuss the media as a business under both economic systems.

STUDENT HANDOUT: RUSSIAN MEDIA MAGNATE

DIRECTIONS: Research the basic differences between economic communism and capitalism. Then apply what you have learned to complete the chart below to illustrate how the operation of a newspaper, for example, would be different in each system. Categories are given along the left side of the chart for you to consider.

OPERATING A NEWSPAPER...

	UNDER ECONOMIC COMMUNISM	UNDER ECONOMIC CAPITALISM
WHO OWNS THE NEWSPAPER?		
WHAT IS ITS PURPOSE?		
WHAT FACTORS DETERMINE ITS CONTENT?		

Share your responses with your class. Then discuss the following:

How does the ownership of media sources affect the dissemination of information under (a) communism and (b) capitalism?

If the citizen/consumer is unhappy with a source of information, how might he/she respond under (a) communism and (b) capitalism?

Why couldn't Vladimir Gusinsky's television station and newspaper have existed in the Soviet Union? What political and economic factors would have shaped a different kind of media under that government?

Does it make good "economic sense" for Mr. Gusinsky's news sources to run stories that seem to promote his other business interests? Argue both sides.

STUDENT HANDOUT: WASHINGTON SCANDALS

Scandals have been a fact of U.S. political life since the earliest days of the republic. Some officials have been permanently damaged by scandalous behavior; others have emerged unscathed from the accusations. Here is a list of some individuals associated with scandals or near-scandals over the past 20 years and what happened to each as a result:

President Richard M. Nixon. Resigned, 1974; faced impeachment in Watergate Affair for "obstruction of justice."

Bert Lance, Budget Director, Carter Administration. Resigned, 1977, after his banking practices were questioned.

President Ronald Reagan. Iran-Contra role criticized; completed second term in office, 1985-1989.

Lt. Col. Oliver North, National Security Council Aide, Reagan Administration. Fired, 1986, Iran-Contra scandal.

Representative Jim Wright (D-Texas). Resigned, 1989; accepted gifts, questionable book sales.

Representative Barney Frank (D-Mass.). Improper behavior, reprimanded, 1990; still in office.

Clarence Thomas. Accused of sexual harassment; confirmed as Supreme Court Justice, 1991.

Senators Donald W. Riegle, Jr., (D-Mich.), Dennis DeConcini (D-Ariz.), John Glenn (D-Ohio) and John McCain (R-Ariz.) investigated in "Keating Five" case; not disciplined; still in office.

Sen. Alan Cranston (D-Calif.). "Keating Five" case; Reprimanded, 1991; retired, 1992.

Members of the House of Representatives. House bank scandal. 105 members retired or were defeated for reelection in 1992.

CHOOSE any one of these scandals or near-scandals and research it carefully. What factors contributed to its outcome? Is there any evidence that the political climate among the voters played a role in the outcome of that situation? Explain.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from "Scandals: Some weather storm, others banished," by Kenneth Jost, THE MARIETTA DAILY JOURNAL, 6/5/94, p. 1D.

Thursday, August 11, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Amid growing signs of unrest in his country, Cuban President Fidel Castro threatens to unleash another "Mariel boatlift" of refugees seeking asylum in the U.S.	7:15
HEADLINES	3	CIA "STEALTH" BUILDING A CONGRESSIONAL OVERSIGHT...ALL ESCAPE FROM BLAZING KOREAN JETLINER...RANDOLPH COUNTY, ALABAMA, HIGH SCHOOL FIRE CONFIRMED AS ARSON...	1:00
THE ECOLOGY	4	Students at the University of California at Davis have created an environmentally-friendly "hybrid" automobile.	2:35
AROUND THE WORLD	5	Dante II, a NASA robot designed for rough terrain, faces extinction inside the Mount Spurr volcano it was exploring.	:30
SCIENCE DESK	6	Marine biologists of the Monterey Bay Aquarium Research Institute are exploring new species of fish in the deep ocean.	2:25
CLOSE	7		:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

abyss	Mariel boatlift	fuel efficiency	"the button"
hybrid	Cola Dermina Sarisee	robot submersible	David Packard

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TOP STORY - U.S./CUBA

1. What was the "Mariel Boatlift"? Why are U.S. authorities worried about the prospect of another such event? Why would Fidel Castro initiate this kind of action?
2. Why was there violence in Havana last week? Whom does President Castro blame for this dissention? Why do you think he is using this strategy?
3. How would you describe current U.S./Cuban relations? Generate a discussion about this question and ask the class to arrive at an answer by consensus. Then, assist groups in researching and preparing reports about the history of U.S./Cuban relations. Have students present their reports in class, then challenge each to write an essay outlining the conditions needed in order to normalize U.S./Cuban relations.
4. What factors or events have contributed to Cuba's worsening economic state? Distribute the STUDENT RESOURCE (pg 4) and review. Working in small groups, have students use this and other available resources to draft a 10-year plan to revitalize the Cuban economy. Tell groups that they will be able to assume they can make any hypothetical social, economic and political changes they need for their plans to be feasible. Have groups share their plans. Survey groups to see how many changed Cuba's economy to a free-market system and how many made improvements under economic communism. Challenge each group to state its rationale.

THE ECOLOGY: HYBRID CAR

5. Explain how the "Aftershock" works. What makes it a "hybrid"? What are some possible pitfalls of the "Aftershock"? How does the Hybrid Car demonstrate that building a fuel efficient car is a combination of engineering, economics and politics?

SCIENCE DESK - WEIRD FISH

6. What is the purpose of the Monterey Bay expedition? How has technology made such exploration possible? Compare/contrast the conditions in deep water with those that exist in other realms of exploration, such as volcano craters, space, etc. What specific characteristics of the deep sea environment make it the most difficult to fully explore?
7. Distribute the HANDOUT (pg 3) to groups of students. Have them:
   a. Identify each fish species commonly named on the HANDOUT.
   b. Describe each species' environment and how its unique adaptation enables it to survive.

   Share the groups' studies and lead a class discussion of what types of adaptations fish living in the deep ocean would have to make in order to survive. Have the class use the video and other sources to identity the likely conditions that are extant in the deep ocean. Then, using adaptations identified on the HANDOUT as a resource, have them speculate on what these species of fish might look like and how they might behave.

SCIENCE DESK
STUDENT HANDOUT: WEIRD FISH

DIRECTIONS: Listed below are the common names of a number of "weird" species of fish, each of whom has made a unique adaptation to survive in its environment.

a. Identify each fish, wherever possible providing the scientific name for the species underneath the common name.
b. Describe the environment that each species lives in and how its unique adaptation enables it to survive and prosper.

Be prepared to share your answers with the class.

FISH	UNIQUE ADAPTATION	ENVIRONMENTAL CONDITIONS
Common puffer		
Small Wrasse		
Flying Fish		
Dragon Eel		
Black Swallower		
Archer Fish		
Gourami		
Mud Skipper		

Given how these species have adapted to their respective environments, what types of adaptations would you expect to see in fish who live in a deep sea environment, beyond the reach of sunlight?

STUDENT RESOURCE: CUBA'S ECONOMIC WOES

Many refugees are leaving Cuba for economic, as well as for political, reasons. Especially since 1980, economic conditions in Cuba have deteriorated steadily. Below is a timeline that illustrates Cuba's worsening economic state.

January 1980 - Cuba's leader Fidel Castro shakes up his government in light of persistent economic problems. The U.S. State Dept. estimates Soviet aid to Cuba at approximately $8 million a day.

May 1980 - U.S. Pres. Carter declares a state of emergency as Florida is inundated with 125,000 Mariel boat refugees.

June 1981 - Cuban Government adopts plan to increase Western trade.

January 1983 - Communist Party Central Committee calls on Cubans to increase production. At this point, Soviet economic aid to Cuba is about $4 billion a year, or 25% of Cuba's gross national product.

February 1986 - Castro calls the results of the 1981-85 reform plan "mediocre" and criticizes his country's workers.

December 1988 - The 1987-88 sugar harvest is smaller than expected.

January 1989 - Castro rejects free-market reforms in former Eastern Bloc, saying that Cuba is committed to "socialism or death."

July 1990 - U.S. Pres. Bush tells Moscow that future U.S. aid will depend on an end of Soviet economic aid to Cuba.

August 1990 - Fuel sales in Cuba are restricted due to a shortfall of oil from Moscow.

January 1991 - Eggs are rationed; each citizen will get 4 per week.

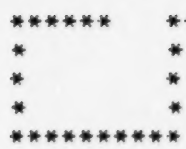
September 1991 - Soviet Pres. Mikhail Gorbachev announces phased withdrawal of 11,000 Soviet troops from Cuba.

December 1992 - Cuban Government is forced to dip into its currency reserves to buy oil.

1993 - Egg rations are tightened; in Havana, only residents with children under the age of 2 are permitted to receive soap.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from: "Decade reveals Cuba's worsening economic plight," by Anne-Marie O'Connor, ATLANTA JOURNAL & CONSTITUTION, 8/8/93, p. A12.



Friday, August 12, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	A strike by Major League players has "benched" the national pastime.	3:10
NEWSFACT	3	Violent crime among American teens is rising.	:20
CRIME BILL	4	President Clinton's $33 billion Crime Bill has been defeated in Congress.	2:20
HEADLINES	5	EXXON ORDERED TO PAY FISHERMEN FOR SPILL...	:20
DID YOU KNOW?	6	...More than 600 Cubans have fled to the U.S. this month.	:30
THIS WEEK	7	CNN NEWSROOM brought you news from the Israel/Jordan border, Cuba and Wedowee, Alabama.	2:25
LOOK AHEAD	8	NEXT WEEK: BOOM OR BUST	1:00
EDITOR'S DESK	9	There's a new dictionary out that is, like, major cool.	2:20
CLOSE	10		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Richard Ravitch Donald Fehr salary cap procedural question
NRA social worker clout exodus Janet Reno American slang

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TOP STORY - BASEBALL STRIKE

1. What evidence showed that there was no hope of preventing a Major League Baseball players' strike today? In general, how does each side view the other's proposals for settlement?
2. Identify the major issues in this strike. What compromises would have to be made to resolve it? Distribute the HANDOUT (pg 4) to groups. Have them use any resources to complete the chart illustrating opposing views on strike issues. Then have groups share and use the information as they role play players, arbitrators and owners. Following the HANDOUT directions, each side should attempt to resolve the strike. Conclude by having students use the exercise to predict the outcome of the strike.

CRIME BILL

3. Political observers are calling yesterday's vote on the Crime Bill a major setback for Pres. Clinton. Agree? Disagree? Why? What is 'clout'? Why do some observers think he lacked the political clout to get this bill through? What do you think he could do to gain its passage in Congress?
4. Working in small groups, have students research the components of Pres. Clinton's Crime Bill and discuss their findings in class. What portions of the bill were most controversial? What groups within and outside Congress were against these provisions? How was the defeat of this bill the result of an unusual alliance among legislators? Discuss.

THIS WEEK: CUBA, MIDEAST, ALABAMA

5. CUBA: What action is the U.S. taking to prevent a repeat of the 1980 Mariel Boatlift? Predict the rate of success if, as was stated in the video, "They [Cuban refugees] won't be turned away"? Compare and discuss U.S. policy on Cuban refugees with the policy on Haitian refugees.
6. MIDEAST: Describe the recent symbolic gestures between Jordan and Israel. What symbolism is expressed in an open border between any two nations?
7. ALABAMA: Lead a class discussion of the short- and long-term impacts that could result from the burning of the high school in Wedowee, Alabama. In light of that burning, ask students to evaluate the following paraphrase attributed to Helen Keller about the book burning in Nazi Germany: You can't kill ideas; those ideas will rise up to destroy you.

EDITOR'S DESK: SLANGUAGE

8. Ask: Why do people create new meanings for words? Does slang serve a purpose? Query for and discuss examples of words and phrases that qualify as slang. Divide the class into small groups and distribute copies of the HANDOUT (pg 3). Encourage students to share information in group as they complete the HANDOUT.

EDITOR'S DESK:

STUDENT HANDOUT: SLANGUAGE

DIRECTIONS: Slang, jargon, shoptalk, argot--language specific to a job/industry, sport, musical style, age group, etc. Humans create language all the time. Slang, particularly, marks a separate identity for its speakers. But, one era's slang is a subsequent era's normal usage. Piano used to be slang for pianoforte, but when is the last time--if ever--you heard anyone say 'pianoforte'?

PART 1: Working in your group, write words on the lines below that are in current usage but once were considered to be slang.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PART 2: Consider this scenario: Your grandmother, who lives in another state, is visiting for a while your immediate family. Your brother is talking on the telephone to his friend and, just as Grandma walks by, mentions "trip." Write short sentences interpreting "trip" from the viewpoints of three generations:

Grandma: _____

_____

Mom/Dad: _____

_____

You _____

_____

PART 3: Find a paragraph written in standard English and rewrite it using current slang. Read your rewritten paragraph aloud in a small group and ask group members to state in standard English what the paragraph is about. Attach the original and your paragraph to the back of this sheet.

STUDENT HANDOUT: BASEBALL'S STRIKE-OUT

DIRECTIONS: Why are Major League Baseball players striking? How have the team owners responded to their demands? Use any resources available to you to find out both sides' demands and stands on the strike issues. Fill in the chart below to help organize your data.

PLAYERS' POSITION	ISSUE	TEAM OWNERS' POSITION
	SALARY ARBITRATION	
	SALARY CAP	
	FREE AGENCY	
	OTHER ISSUE(S): _____ _____ _____ _____	

Share information. Use what you have learned in a role-play exercise; you will be assigned a role either as a Major League player, team owner or as an arbitrator.

First, ARBITRATORS will meet to draft a compromise plan upon which both sides can agree and present it to the players and owners. Then PLAYERS and OWNERS will meet in groups to discuss their responses.

Players and owners will each take turns holding "press conferences" to inform the arbitrators (and the "public") of their response to the offered settlement. Groups must be prepared to state their rationale and, if necessary, offer alternatives. Use your experience to predict the outcome of this strike.

Monday, August 15, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:30
TOP STORY	2	The Bosnian government and the Serbs pledge to quiet the guns of Sarajevo.	2:50
SPORTS	3	USA's "Dream Team II" defeats Russia, 137-91, winning the World Basketball Championship.	:20
FUTURE DESK	4	On this fifth anniversary of CNN NEWSROOM, we take a look back on the stories that made history.	3:50
NEWSDATE	5	On this date, August 15, 1969, the Woodstock Music & Art Fair opened in upstate New York.	:20
BOOMERS VS. BUSTERS	6	(PART I in the series) How do the 'Baby Boomers' and 'Baby Busters' view each other?	6:50
CLOSE	7		:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

snipers Muslim Sarajevo cease-fire Sir Michael Rose Gulf War

video-textbook South Africa Baby Boomers Generation X Woodstock

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TOP STORY - BOSNIA

1. Explain how the sides involved in the Bosnian conflict are attempting to curb sniper activity. Who is Commander General Sir Michael Rose? How does the agreement change his troops' role in the region?
2. According to the video, are the residents of Sarajevo optimistic that the agreement will stop sniper activity? Explain. Why do you think they feel this way?
3. FUTURE DESK: FIFTH ANNIVERSARY
   Why do we celebrate anniversaries? Ask students to think of an event/occasion that they mark as an anniversary. What makes this event special to them? Discuss in class different ways events are celebrated. Ask: Why do you think CNN NEWSROOM chose those video segments to celebrate its anniversary? Distribute the HANDOUT (pg 3) to pairs of students. Have them brainstorm several topics that could be covered in each DESK, then complete the HANDOUT and share their results in class. Discuss the probability of those headlines appearing in 1999. Challenge students to write a DESK story based on one of their headlines and beginning with their LEAD-IN sentence.

EXTENSION: Divide the class into groups. Each group should select a news event--international, national or local--and design a celebration to commemorate it. Have groups present their ideas before the class, explaining their choice of event and including visual representations.

BOOMER VS. BUSTER (PART I)

4. What are "Baby Boomers"? "Baby Busters"? Why do you think the twenty-something generation has been dubbed "Generation X"?
5. According to the video, how are members of "Generation X" different from each other? What is meant by the term "splintery culture"? Can it be argued that the culture of every generation is a "splintery culture"? Explain.
6. Some Boomers argue that the Busters are a generation without a cause. How might you counter that assertion? Have students work in groups to brainstorm a list of issues facing young adults today. Then tell each group to choose the issue they think is most important to "Generation X" and research to learn more about it. Have groups share their research in a class discussion. Challenge each student to choose one of the issues and write a speech to be "delivered" to the Baby Boomers that proves that young people today are just as socially-conscious as they were.
7. Distribute the HANDOUT (pg 4). Have students work in small groups to come up with a Baby Buster's responses to the sights, sounds, symbols and words of Woodstock, 1969, and fill in their ideas on the HANDOUT. Have groups share their lists, then discuss the similarities and differences between the two generations. What elements of their youth do both generations have in common?

FUTURE DESK
STUDENT HANDOUT: CNN NEWSROOM ANNIVERSARY

DIRECTIONS: CNN NEWSROOM Guides feature a different SPECIAL DESK segment for each day of the week. Monday's FUTURE DESK, features global issues and developments and unfolding trends. Stories in past FUTURE DESK segments include "The Future of Solar Power," "The Future of TV" and the children's book author, Maurice Sendak, on his concerns about the future of book making. What subjects might become DESK stories 5 years from now, in 1999? Working with a partner, choose an issue/topic for each DESK, then write a headline for it that a student at your school might see in 1999.

TUESDAY - INTERNATIONAL DESK:
Events and issues affecting the world community

WEDNESDAY - BUSINESS DESK:
World of work, finance and commerce

THURSDAY - SCIENCE DESK:
Developments in science, technology, medicine & nutrition

FRIDAY - EDITOR'S DESK:
A potpourri of stories about--and newsmakers--in the arts, education and human interest

DESK	ISSUE/TOPIC	HEADLINE
FUTURE		
INTERNATIONAL		
BUSINESS		
SCIENCE		
EDITOR'S		

Next, for each headline, write a LEAD-IN sentence for a potential newspaper, newsmagazine or TV/radio news broadcast. Share your headlines aloud in class and compare the issues/topics you and your partner chose to those chosen by others.

STUDENT HANDOUT: WOODSTOCK: THE NEXT GENERATION

DIRECTIONS: Part I of today's BOOM OR BUST Series examines some of the differences between "Baby Boomers" and "Generation X." One thing the two groups have in common is Woodstock, or at least, two different music festivals that bear that name. Use what you know about current music and trends to fill in the chart below. On the left side is listed some of the things Baby Boomers' might associate with Woodstock. On the right, fill in a corresponding Generation X response to the best of your ability.

WOODSTOCK...

...THEN	...NOW
'60s counterculture	
Jimi Hendrix, Grateful Dead, Butterfield Blues Band, The Who	
Gurus and prophets	
"Tune in, turn on, drop out."	
jeans, love beads, peace symbols	
terms like "groovy," "psychedelic" and "bummer"	

Share your Generation X responses with the class. How do the two generations of Woodstock-goers compare? How are their attitudes, dress and vocabulary different? What elements of their youth do you think they have in common?

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from "Woodstock: The days of future, past," by Edna Gundersen. USA TODAY, 8/8/94, p. 4D.

Tuesday, August 16, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Cuban tanker stand-off ends peacefully but refugee crisis still takes its toll. (PLEASE NOTE: Teachers may wish to preview this story due to its sensitive nature.)	3:15
HEADLINES	3	A NEW TROPICAL STORM HITS FLORIDA, HEAVY DOWNPOURS EXPECTED IN FLOOD-STRICKEN SOUTH.	:35
INTERNAT'L DESK	4	Worldwide manhunt ends with the capture of elusive terrorist "Carlos the Jackal."	3:05
NEWSDATE	5	On this date... 1958... 1977...	:30
BOOM OR BUST	6	(PART II in the series) "Baby Busters" dish up a new flavor of politics.	6:20
CLOSE	7		:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

Fidel Castro	refugees	exodus	Mariel boatlift
Baby Boomer		Baby Buster	Anthony Weiner
idealism		Charles Schumer	angst

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TOP STORY - CUBA/U.S.

1. How was the tanker standoff in Mariel harbor resolved? Why had some 500 Cubans boarded the tanker? Why do you think Fidel Castro appeared on the scene?
2. Describe how the young boy in the video typifies the determination of Cuban emigrants. What risks are they willing to take to come to the U.S.? Why? How is the State of Florida responding to the recent influx of immigrants?
3. What are the issues surrounding the immigration of large numbers of Cubans into the United States?
   a. Distribute a copy of the HANDOUT (pg 4) to each student.
   b. Assist each student in selecting one of the "roles" indicated on the HANDOUT.
   c. Have the student, acting as that person, briefly answer the questions that follow, using the back of the sheet if necessary.
   d. Have each student present his/her role and responses.
   e. In a class discussion, have students compare and analyze the different responses to the issue. How do the different perspectives illustrate the complexity of the Cuban immigrant situation? Discuss.
4. Has your community experienced changes in its cultural composition since it was founded? Working in small groups, have students consult local historical societies and government offices to determine what different cultures contributed to the establishment of your community and how other cultures have since contributed to the area. Have groups share information, then use what they have learned to create a cultural timeline for their community that can be posted around the classroom.

BOOM VS. BUST (PART II)

5. Who is Anthony Weiner? How is he a "rarity" among politicians? According to Mr. Weiner, why should members of "Generation X" become involved in politics? Do you think his approach is different from that of "Baby Boomer" politicians with whom you are familiar? Explain.
6. Mr. Weiner says, "...I think the issues that are motivating people are a little less global and a little more local." Do you agree or disagree with this statement? Solicit students' interpretations of this quote in a class discussion. Then, working in small groups, have students research the issues that have shaped most recent political activity in their community and nation and share their findings. Challenge students to write position papers supporting or refuting Mr. Weiner's statement, backed by the evidence they have gathered.

EXTENSION: Have each group of students outline a campaign strategy for a young (Generation X) candidate in their community. Have groups share strategies and discuss whether local or global issues played a bigger role in their plan.

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  *    *  *  *    *       *
  *    *   * *    *       *
*****  *    **    *       ***** DESK:  INTERNATIONAL TERRORISM
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1. BEFORE VIEWING: Brainstorm a definition of "terrorism" or "terrorist." Challenge students to develop criteria for identifying individuals, groups or acts with these terms. Ask each student to consult references and media to provide at least one example of a terrorist action. After writing a brief description of the event on a card, have each student place the caption on a map of the world. Ask students to comment on terrorism and its global impact. What is its cost? What can be done about it?
2. WHILE VIEWING: Challenge students to listen attentively to the list of crimes attributed to "Carlos." At the top of a sheet of paper, ask students to write the words "convicted" and "suspected." As they watch, students should list the crimes mentioned under the appropriate heading.
3. AFTER VIEWING: Explore the challenge of pursuing justice in the case of "Carlos." Working in groups of three or four, students should outline a plan for determining whether or not Carlos is guilty of the crimes on the "suspected" list. For what kinds of evidence would they look? How would they go about getting proof? From what sources might they obtain help? What would be some of their greatest difficulties? As a class, discuss the groups' findings and generate guidelines on how such an investigation might proceed.
4. Challenge students to distinguish between fact and fiction and to recognize the different techniques employed in each type of writing.
   a. In preparation, ask students to bring in stories on "Carlos" from widely diverse sources: wire services, news magazines, broadcast media, tabloids, international press.
   b. As a class, discuss some of the key differences between factual accounts and sensationalized stories: the type of language used, focus or angle, amount and validity of evidence, etc.
   c. In groups, challenge students to analyze and compare the stories on "Carlos" and rank them for factual content vs. sensationalism. Have each group present the results of its ranking and explain the criteria used.

EXTENSION: As a follow-up class discussion, create a list of "dos" and "don'ts" for writing factual news stories--what would be included? What pitfalls would they try to avoid?

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

terrorism — Illich Ramirez Sanchez — "Carlos the Jackal"
Sudan — Munich Olympics — OPEC

STUDENT HANDOUT: CUBAN MASS EXODUS

DIRECTIONS: What are the issues surrounding the immigration of large numbers of Cubans into the United States? Choose one of the following roles and indicate your choice in the space provided. Then, acting as you think that person might, react to the situation by answering each question regarding the Cuban issue in the space provided.

POSSIBLE ROLES: A government official of the State of Florida; a young U.S. citizen attending school in Florida; a Cuban-American; a local business person; a young Cuban (your age) who has just arrived with his or her family in the U.S.

MY ROLE IS _____

1. What is your perception of the reasons many people are leaving Cuba?

2. Why do you think so many Cubans choose to come to the U.S.?

3. In your opinion, how should these immigrants be received? State your rationale.

4. What should the Cuban immigrants expect from the U.S.? What should the U.S. expect of them?

5. What changes in your life and surroundings do you anticipate as a result of the mass exodus?

Again, acting in your chosen role, present your point of view to the class. Listen carefully as other students present theirs. Compare and analyze the different perspectives offered by your classmates.

Discuss how the different perspectives presented illustrate the complexity of the Cuban situation.

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******   ***     ***     *                Wednesday August 17, 1994
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Western fires and eastern storms dominate the news in the United States.	5:00
TAKING CARE OF BUSINESS	3	Look for interest rates to rise because of yesterdays actions by the Federal Reserve in raising its rates in an effort to prevent inflation.	:30
BUSINESS DESK	4	(BOOM OR BUST, Part III) Generation X gives Madison Avenue an "E" for effort.	5:20
DID YOU KNOW?	5	It's "Elvis Week" in Memphis, Tennessee.	:30
OUR WORLD	6	Students at Randolph County High School in Wedowee, Alabama, have experienced a summer they will never forget.	2:25
CLOSE	7		:30

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

natural disaster Tropical Storm Beryl Panhandle tornado

remnants evacuate State of Emergency interracial

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TOP STORY - FIRE AND RAIN

1. Ask students to share their impressions of the weather that occurred this past summer, based on the images and information given in the story, as well as on their personal observations. Has this been an unusual summer in their region? In other parts of the country? Explain.
2. Challenge students to test their impressions and develop an accurate outlook on the summer of 1994. Divide the class into groups, each one corresponding to a region of the U.S.: Rockies Northeast, Pacific Northwest, etc. Using the HANDOUT (pg 4), students should research and record the data on temperature, rainfall and severe weather incidents for summer '94, then compare this information with the "average summer" data. Encourage students to interpret the data and, where necessary, reevaluate their impressions.
3. PUTTING IT ALL TOGETHER: Ask each group of students to share its regional statistics with the class. Instruct groups to use their own and the data gathered by other groups to create a weather map of the entire U.S. using colors and symbols to denote temperature, rainfall and storms. To some groups assign a map based on Summer '94 data; to other groups, a map based on "average summer" figures. Post the finished maps and discuss significant contrasts.

OUR WORLD: AN ANNIVERSARY DESPITE CONTROVERSY

4. Encourage students to discuss and describe Chris Brown and Revonda Bowen's relationship as revealed in the story. What do their words and actions suggest about their priorities and their reasons for dating. Why are they still together? What do students predict will happen in their future? Why?
5. Challenge students to reflect on their own priorities and the decisions that go into dating. As a class, brainstorm a list of possible considerations: shared interests, age, intelligence, cultural background, appearance, religion, etc. Ask each student to reflect thoughtfully on the list, then, anonymously, rank each consideration for him/herself, from MOST to LEAST important. Collect and tabulate the results. What factors were deemed most important? Less so? Were any findings surprising? Why? Would the results be different elsewhere in the school or community? What if parental input were considered?

SPECIAL NEWSROOM PREVIEW:

BEGINNING SEPTEMBER 6, CNN NEWSROOM WILL PRESENT A FIVE-PART SERIES IN PREPARATION FOR THE POPULATION SUMMIT IN CAIRO. NEWSROOM WILL EXAMINE THE EFFECTS OF "POPULATION SHIFT"--A RAPID CHANGE IN AN AREA'S ETHNIC MAKE-UP DUE TO IMMIGRATION--ON A COMMUNITY IN CALIFORNIA.

BUSTER MARKET

1. BEFORE VIEWING: Who is included in what is commonly known as "Generation X"? By what other name is this generation known? Why? What elements of music, clothing and language are uniquely theirs?

2. AFTER VIEWING: Why would Madison Avenue "love to love" the Baby Busters? In general, would you say that marketers "have their finger on the pulse" of this group of consumers? Why or why not?

3. What are some of the criticisms Generation X consumers have of advertising? According to the video, why are many members of Generation X cynical about ads? Do you sense evidence of "media wariness" among people your age? Explain.

4. How do advertisers target certain groups of consumers? Begin by asking groups of students to use what they have learned from this week's BOOM OR BUST series and come up with "profiles" of the "typical" Baby Boomer and Baby Buster. Have groups share their ideas with the class. Challenge groups to find examples of marketing to each of these groups in print media, television and radio advertising and present their findings. What generalizations are made in each case by Madison Avenue? How does this explain why many ad agencies find Generation X more difficult to "target market"? Discuss.

5. Pose this scenario to students: You have just been hired as a consultant for a new soft-drink company. The business has an exciting new product and is eager to test market it in your area to young people of your age. What would you advise this company to do?
   a. Working in small groups, have students brainstorm a list of advertising strategies that they think could work well with consumers of this age group and share their lists.
   b. Challenge each group to create an ad--either a print ad or radio/TV commercial--to introduce this new drink to young consumers.

   After all ads are presented, have the class evaluate each for its effectiveness. Would you buy this previously unknown product because of what you have seen or heard? Why/why not?

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

hippies yuppies target cynical jaded consumer culture

STUDENT HANDOUT: WEATHER PATTERNS, OR "WHAT IT DID ON MY SUMMER VACATION"

Fill in the table below, using local and national newspapers, TV stations, weather services and on-line sources,. For your designated region, chart both the weather data for the summer of '94 and the average figures derived from summers in the past.

DATA ON _____ REGION OF U.S.

TEMPERATURE

	JUNE		JULY		AUGUST	
	LOW	HIGH	LOW	HIGH	LOW	HIGH
SUMMER '94						
AVG. SUMMER						

INFALL (IN INCHES)

	JUNE	JULY	AUGUST
SUMMER '94			
AVG. SUMMER			

ERE WEATHER/STORMS

	JUNE	JULY	AUGUST
SUMMER '94	NUMBER/TYPE	NUMBER/TYPE	NUMBER/TYPE
AVG. SUMMER			

Draw conclusions from the data: What aspect of the weather--rainfall, temperature, frequency of storms--was most typical for your region? Most unusual? For which month was the difference between the average summer and the summer of '94 most marked? In what ways?

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******   ***     ***     *                  Thursday, August 18, 1994
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Although overall fertility rates are down and contraceptive use is up, the world's population continues to grow dramatically.	3:40
HEADLINES	3	DEPUTY TREASURY SEC'Y. ALTMAN RESIGNS... SPACE SHUTTLE ENDEAVOR IS SET TO BEGIN A 10-DAY MISSION...	:40
SCIENCE DESK	4	The U.S. Army embarks on its own recycling effort--turning tanks into reefs.	1:50
REPORT CARD	5	The U.S. Dept. of Education reports slight improvement in math and science scores but says students continue to display difficulty in reading and writing.	:20
BOOM OR BUST	6	(PART IV in the series) Newly-graduated Busters compete with more experienced Boomers for jobs.	7:15
CLOSE	7		:30

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

base population contraception gender equality empower
Project "Reef Ex" PCBs biomass-production
downsize pink slip generation-bashing

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TOP STORY - GLOBAL POPULATION

1. What problems are caused by overpopulation? What is "gender equality"? According to the United Nations, how can gender equality both control world population and contribute to the overall quality of life on Earth?
2. Distribute the HANDOUT (pg 4) to groups of students. Review with students the information given that highlights points of the U.N.'s annual "human development index." Use the questions on the HANDOUT as a springboard for discussion about factors that contribute to global population and quality of life for all humans. Ask students: What ideas do you want to see all nations adopt to control world population and improve the human condition? With what kinds of resistance might some of these ideas be met? Why?

SCIENCE DESK: REEFS FROM TANKS

3. BEFORE VIEWING: Ask students to speculate on what is done with old or obsolete military equipment. For each guess, discuss possible drawbacks or the expense that might be involved with that method.
4. AFTER VIEWING: Trace with students the steps that go into Project "Reef Ex." What must be done to the tanks. Why? How does a reef form and how long might it take? Explore the possible long-term advantages of turning tanks to reefs. Who might benefit? In what ways? Identify some reasons people might oppose such projects. Evaluate the validity of arguments for and against creating artificial reefs from tanks.
5. Challenge students to plan their own artificial reef project. Working in groups and using the HANDOUT (pg 3) to gather their data, students should research existing reefs, both natural and artificial, to determine a desirable location. After considering the special requirements of their site, as well as the features of the different building materials, each group should choose a type of reef to construct. Challenge students to justify their choices by preparing a presentation in which each group explains its plan and touts the benefits to the region.

BOOM OR BUST (PART IV)

6. What is "downsizing"? Explain how this phenomenon has fueled the generational fire between Baby Boomers and Baby Busters.
7. According to business consultant Margaret Regan, there is a real difference between Boomers and Busters when it comes to their work ethic or attitudes about work. Do you think this assessment is accurate? Brainstorm with students to generate a list of questions one could ask to determine a person's work ethic. List the questions on the board. Then challenge each student to interview at least one Boomer and one Buster and use this information as the basis of a comparison essay that outlines each generation's feelings about careers and their importance in life.

STUDENT HANDOUT: CREATE-A-REEF

Choose a site for your artificial reef, evaluate its strengths and weaknesses and plan its construction.

PART I. SITE SELECTED FOR ARTIFICIAL REEF_____

STRENGTHS (distance from cities, purity of water, presence of marine wildlife, viability as a tourist attraction, etc.)

WEAKNESSES (rough currents, too isolated location, toxins, etc.)

PART II. Fill in this chart with the pros and cons of different reef-building materials. Some have been done for you. If a pro or con is of special significance to your site, mark an "X" in the "IMPORTANT?" column next to it.

MATERIAL	PROS	IMPORTANT?	CONS	IMPORTANT?
CONCRETE			weak, shallows only	
TIRES			possibly toxic	
XMAS TREES	inexpensive			
TANKS/SHIPS				

After considering the advantages or disadvantages of each material and the special needs of your site, select a material and prepare to defend your choice.

CHOSEN MATERIAL FOR OUR SITE:_____

REASONS:_____

STUDENT HANDOUT: GLOBAL POPULATION STUDY

Every year, world scholars provide the United Nations with a "human-development index" that ranks nations according to how well their citizens fare in such areas as life expectancy, education and purchasing power. Canada first on this year's report card, followed by Switzerland, Japan, Sweden and Norway. The United States ranks eighth. Here are some other findings in the study:

WAR
Of 82 armed conflicts in the world in the past 3 years, only 3 were between nations. At the start of the 20th century, 90% of war casualties were military; now, 90% are civilian.

RICH AND POOR
The income gap between the richest 20% of the world's population and the poorest 20% has doubled since 1960.

DRUGS
In the United States alone, estimated consumer spending on illegal drugs exceeds the combined incomes of more than 80 developing countries. Among the industrial nations, Australia ranks first in drug-related crimes per 100,000 people. The U.S. is second.

MIGRATION
In 1983, a mass exodus (50,000 people or more) occurred in each of 9 nations. By 1992, mass exoduses occurred in 31 nations. The United States acquires almost as many immigrants as all other countries put together.

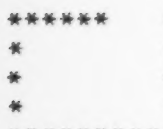
==========

Use the information you have just reviewed, and data from any other available resources, as you address these questions in group/class:

1. What are some factors that have a bearing on global population, demographics and quality of life?
2. Which of these factors can be controlled? Are there any downsides to controlling them? Explain.
3. What ideas would you like to see all nations--industrialized and undeveloped--consider in an effort to both control world population and improve the overall condition of humanity? What resistance might you encounter to some of your ideas Why?

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from "Nations," by Julie Corwin, U.S. NEWS & WORLD REPORT, June 13, 1994, p16.



Friday August 19, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	The Clinton Administration announces a policy change to deal with the influx of Cuban immigrants.	3:15
QUIZ	3	How many Cubans arrived in the U.S. during the "Mariel Boatlift" of 1980? 125,000	:20
THIS WEEK	4	CNN NEWSROOM brought you stories about natural disasters and world population.	2:20
HEADLINES	5	ENDEAVOUR LAUNCH SCRUBBED...MEXICANS GO TO POLLS THIS SUNDAY...	:40
EDITOR'S DESK	6	(PART V in the series) 'Zines are an important element of Buster pop culture.	7:15
CLOSE	7		:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

Janet Reno	Lawton Chiles	detain	policy shift	'zine
pop culture	zeitgeist	icon	underground circulation	

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TOP STORY - U.S./CUBA

1. Why has Florida's Governor, Lawton Chiles, declared a State of Emergency in his state? How has the Clinton Administration responded? According to Attorney General Janet Reno, who will detain and process the Cuban refugees?

THIS WEEK: NATURAL DISASTERS, WORLD POPULATION

2. Have each student choose one of the problems addressed in the news stories from "This Week": wildfires or overpopulation. Challenge students to imagine it is the year 2004 and both problems have reappeared in the news. Ask students to write brief news stories on the problem and report attempts made to solve it. Have them share these in class How has 21st century technology generated new solutions to old problems? What issues remain to be addressed? Discuss.

EDITOR'S DESK: BOOM VS. BUST (PART V)

3. BEFORE VIEWING: Discuss the publications students read. List the class' favorites on the board. Ask: In your opinion, what makes these magazines so popular: content, style, availability?
4. AFTER VIEWING: Explore the appeal of ROLLING STONE magazine. What ideas did it represent to the Boomer generation? According to editor Sid Holt, what forces drive the magazine and make it what it is? How has the magazine changed over the years? Do students read it? Do their parents? Why/Why not?
5. Lead a discussion that compares/contrasts ROLLING STONE, the magazine of the Boomer generation, and "'zines," the publication of choice for the Busters. Note key differences on the board as students suggest them. Challenge students to use what they've learned about 'zines to create one of their own.
   a. Assist students in forming groups of four or five based on a shared interest in a hobby, sport, musical style or other aspect of popular culture.
   b. Provide each group with a copy of the HANDOUT (pg 3) and assist students in the research, editing and publication of their 'zines.
   c. Suggest means of distributing 'zines to a larger audience: school clubs, the media center, local restaurants, etc.

NEWSQUIZ (p. 4)

6. Distribute the NEWSQUIZ (pg 4). In the style of the JEOPARDY! television game show, ask each student to come up with an appropriate question for each category/answer set given that illustrates the student's knowledge of those terms and their application to this week's news. Have students share their questions and have the class evaluate each for accuracy. Assist students in compiling more categories, answers and questions from different news stories to keep in the classroom as a resource for reviewing people, places and terms in the news.

BEST COPY AVAILABLE

August 19, 1994 (3)

STUDENT HANDOUT: RECIPE FOR A 'ZINE

DIRECTIONS: Follow these steps to create your own 'zine! Record your progress and decisions in the spaces provided.

1. Select a focus for your 'zine: a sport, style of music, hobby:

---

2. Create a title for your 'zine that relates to your focus:

---

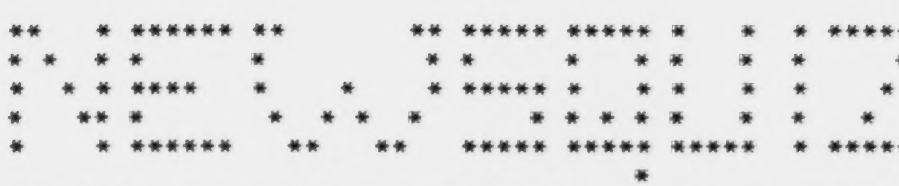
3. Choose one person to be editor/group leader:_____
4. Enlist the editor's aid and compose this issue's "assignment desk," listing each person's contributions: stories, interviews, cover design, graphics and photos, etc. Set a deadline for each task.

NAME	ASSIGNMENT	DEADLINE

5. As each phase is completed, peer-edit and revise it as needed.
6. When the cover and stories are completed, plan your layout for each page, deciding the stories or pictures that will appear on it and how they will be arranged. Use the back of this sheet if you need to.

page one	page two

7. Ask your teacher to help type or word-process your 'zine and make photocopies. Plan your circulation. How will you get your 'zine into the hands of people interested in your topic?



08/19/94 (4)

ANSWERS AND QUESTIONS

DIRECTIONS: If you are familiar with the JEOPARDY! game show, you will understand the basis of today's NEWSQUIZ. For each category and answer given below, come up with a question that demonstrates your knowledge of those concepts as they relate to this week's news. Write your question in the space provided.

1. CATEGORY: INTERNATIONAL RELATIONS. ANSWER: Mariel Boatlift

   QUESTION:

2. CATEGORY: MUSIC. ANSWER: Woodstock II

   QUESTION:

3. CATEGORY: ESPIONAGE. ANSWER: "Carlos"

   QUESTION:

4. CATEGORY: "BOOMERS VS. BUSTERS". ANSWER: "Generation X"

   QUESTION:

5. CATEGORY: BUSINESS & INDUSTRY. ANSWER: Prime Rate

   QUESTION:

6. CATEGORY: NATURAL DISASTERS. ANSWER: "Beryl"

   QUESTION:

7. CATEGORY: U.S. LEADERS. ANSWER: Lawton Chiles

   QUESTION:

Share your questions with the class. With the help of your teacher, evaluate each for accuracy. Compose more answers and questions and keep these to help you review as you follow the news.

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******   ***     ***     *                    Tuesday, August 23, 1994
*       *  *    *  *    *
*       *   *   *   *   *
*       *    *  *    *  *
**********     ***     *** ANCHOR DESK _____________________________
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Ruling party candidate Ernesto Zedillo wins Mexican election with 50% of the votes.	4:35
HEADLINES	3	CUBAN REFUGEES ARRIVE AT GUANTANAMO BAY...	1:00
INT'L DESK	4	Refugees continue to risk their lives to flee Cuba despite uncertainty over destination.	1:40
AROUND THE WORLD	5	Scientists aboard U.S. and Canadian icebreakers study the Arctic Ocean.	:30
THE ECOLOGY	6	Maratek finds the silver lining in picture processing waste.	1:40
NEWSFACT	7	Eight million Americans suffer from eating disorders.	:20
NOTE:		TEACHERS MAY WISH TO PREVIEW THIS STORY AS IT CONTAINS ACCOUNTS AND IMAGES THAT MAY UPSET SOME STUDENTS.	
OUR WORLD	8	Obsessive concern with thinness leads some gymnasts to deadly eating disorders.	3:30
CLOSE	9		1:00

EDITOR'S NOTES: TODAY'S NEWS TERMS

Carlos Salinas	Luis Donaldo Colosio		Ernesto Zedillo
PRI	NAFTA	Chiapas	William Perry
PRD	bulimia	toxic	anorexia nervosa

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TOP STORY - ELECTIONS IN MEXICO

1. According to international observers, did the Mexican government fulfill its promise to keep its recent elections clean and competitive? Explain. What two violent events jarred Mexican politics this year? How did these events raise questions about the future of democracy in Mexico?
2. What role did international economics play in the prospect of fair elections in Mexico? How did Mexico's stock market react as election results became evident? Challenge students to explain why they think strong national economies are often predicated on political stability.

THE ECOLOGY - TRASH TO TREASURE

3. What used to be done with leftover photo-processing chemicals? Why is that changing? What are some of the recycling and waste-reduction ideas mentioned in today's story? Encourage students to identify other areas of waste in the photo industry and come up with additional solutions.
4. Ask students to record their own garbage production and track its course through the waste disposal system. For one day each student should take notes on what he/she throws away. For each item students should also record how or where the trash is discarded (dumpster, recycling bin, drain) and its destination (landfill, water treatment facility, etc.) Discuss: How much trash does each student produce in a day? Where does it end up? Are the facilities adequate for handling the amount and kind of garbage? Challenge students to brainstorm ways to minimize waste production.

DANGEROUSLY THIN

5. How did Christy Henrich's dream of making the Olympic team result in her death? How did Olympic gymnast Cathy Rigby handle the same pressure? Why did she resort to this action?
6. Working in small groups, have students research the effects of dieting and starvation on young bodies and report findings in a class discussion. Invite a registered dietician or other nutrition expert to address the class and help students design personal menus that will prevent excess weight gain while promoting health and physical development.
7. What are the characteristics of anorexia and bulimia? What causes these eating disorders? Distribute the HANDOUT (pg 4) to groups of students. Have them familiarize themselves with basic facts about anorexia and bulimia by reviewing the information on the HANDOUT. Then challenge each group to choose and complete one of the activities under "What You Can Do." Groups may want to channel their energies toward changing prevailing body images, as in activities 1 & 2, or by making the public more aware of the symptoms and causes of eating disorders, as in activity 3.

***** * * ***** ** * ***** DESK: PERILOUS JOURNEYS

1. BEFORE VIEWING: Create a master list on the board of all the different countries of origin represented by the class. Invite students to share the immigration histories of their own ancestors. What was their place of origin? the circumstances? How difficult or dangerous was the trip? How were they welcomed once they arrived in the U.S.?

2. AFTER VIEWING: Compare the stories of the Cuban refugees to the family histories given by the students. How is the current wave of immigration similar? How is it different?

3. Challenge students to depict the history of U.S. immigration in art and writing projects on the theme of immigration.
   a. Divide the class into small groups and assign a particular immigration wave from history to each one. If the make-up of your class allows, try to use the ethnic groups represented by the students. If it does not, use well-known immigrant groups: Irish, Vietnamese, Italians, Eastern European, etc.
   b. Provide opportunities for each group to research its assigned immigrant group--when they arrived, how many came, what conditions existed in their country of origin, the nature of their journey to the U.S., etc.
   c. Ask each group to create and present an artistic piece inspired by their findings: a poem/ballad tracing the changes in one immigrant's life; an annotated collection of folksongs; a comic book based on one family's adventures; a children's story about a boy/girl's voyage to America; a photography exhibit with captions, etc.
   d. Provide each group with the excerpt of Emma Lazarus's poem now inscribed on the pedestal of the Statue of Liberty:

      ...Give me your tired, your poor,
      Your huddled masses yearning to breathe free,
      The wretched refuse of your teeming shore.
      Send these, the homeless, tempest-tost to me.
      I lift my lamp beside the golden door!

      Challenge each group to rewrite the passage to make it relate more specifically to the ethnic group the students have researched. What images and ideas might have sprung to those immigrants' minds at these words? Share the rewritten versions with the whole class.

   EXTENSION: Re-examine the Lazarus poem in the light of recent events. How would the Cuban refugees interpret these words?

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*****  **    **    *
*      *  *  *  *  *
*      *   * *   * *
********    **    ** STUDENT HANDOUT:  EATING DISORDERS
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Anorexia nervosa, also known as anorexia, is an eating disorder that derives its name from Latin words meaning "nervous loss of appetite." It is characterized by a severe revulsion towards eating that results in thinness and sometimes death from self-inflicted starvation. The usual victim is a young female, 14 to 17 years of age, although occasionally a male or older woman may develop this obsession with body size.

In most cases the illness begins with dieting, which turns into a refusal to take in any kind of nourishment as the anorexic pursues an ideal of excessive thinness. After several weeks, the weight loss causes imbalances in the body's chemistry, causing severe illness. The anorexic often claims to be eating normally and refuses to acknowledge the physical changes that others can see. Despite the intervention of family and medical professionals, death occurs in 10-15% of anorexics.

Treatment begins with restoring nutrients to the body. If starvation has reached a dangerous point, the anorexic is hospitalized and fed by stomach tube or through a vein. The help of a psychiatrist or other trained counselor is usually enlisted as well.

Bulimia is a related condition, from the Greek "boulimia" meaning "great hunger." It is characterized by gorging food, followed by forced vomiting, fasting or by laxative and amphetamine abuse. The distinguishing characteristic is regular gorging followed by feelings of guilt and the compulsive desire to get rid of the food. Many doctors believe anorexics and bulimics are perfectionists who have trouble feeling good about themselves and that our society's obsession with thinness is a contributing factor.

WHAT YOU CAN DO:

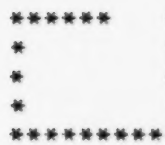
Since these disorders often stem from a perceived "ideal" body image, write to the editor of your favorite publication asking that more pictures of "real" people be featured in their ads.

Contact your favorite clothing manufacturer and ask that the company use more models that look like you and your friends.

Use this and other resources to produce an informational pamphlet for students and parents on Eating Disorders. Ask for input from your local medical community.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from: COMPTON'S ONLINE ENCYCLOPEDIA, America Online, 8/22/94.



Wednesday August 24, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The Clinton Administration stands by its Cuban refugee policy, but the refugee rush for U.S. asylum continues to swell.	5:05
TAKING CARE OF BUSINESS	3	Why order a pizza the old fashioned way when you can simply log on to the Internet?	:45
BUSINESS DESK	4	Baseball IS big business and it's the fans who pay "big time" at the ballpark.	4:20
AROUND THE WORLD	5	Two American teens cast a message out on the Pacific Ocean and get a response-- three years later and from 9,500 miles away!	:45
AT ISSUE	6	A Georgia, U.S., social studies teacher takes a stand against a new state law and it could cost him his job.	2:30
CLOSE	7		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

Cojimar Guantanamo "safe-havens" Radio Marti First Amendment "moment of reflection" American Civil Liberties Union (ACLU)

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TOP STORY - U.S./CUBA

1. What new problem has developed for the U.S. from the flight of refugees from Cuba? What alternative is the Clinton Administration hoping to offer the refugees in place of asylum?
2. Referring to maps of the Caribbean and Central and South America, ask students to identify possible host nations for the refugees and be prepared to explain the rationale behind their selections. Ask: How do you think the refugees will react to the "safe-havens"? How will their relatives in the U.S. react? What will be the "safe-havens" citizens' response? Explain.
3. Describe the United States' traditional "two-track" policy toward Cuba. Which track appears to be derailed? Discuss the "positions" taken by Pres. Clinton and Fidel Castro. Are these positions intractable? Ask students to imagine that this issue of Cuban refugees has been brought before the Organization of American States (OAS) for mediation. Have students research the political, economic and ethnic composition of candidate "safe-havens," then role-play a session that includes these two leaders and "safe-haven" representatives.
4. Ask: How would you go about letting the Cuban people know of changes in U.S. policy if diplomatic ties between these two countries are nonexistent? Discuss the means the U.S. government has used to apprise Cubans of the new U.S. immigration policy. How has it affected the refugees' flight? Divide the class into small groups. Challenge students to write broadcasts for Radio Marti and apprise Cubans of the change in U.S. policy. Allow groups to "broadcast" their bulletins.

BUSINESS DESK: BASEBALL BUCKS

5. Besides owners, players and fans, who else loses in a baseball strike?
   a. Distribute the HANDOUT (pg 3) to groups. Have each group select a city in the U.S. that has a Major League Baseball franchise and find out how much it costs one fan to attend one game. Groups will need to fill in the information on the HANDOUT detailing the specifics for each category.
   b. Have groups share their findings.
   c. Complete the next section of the HANDOUT. Have groups list any other expenses an "out of town" fan may incur, (e.g., hotels, meals, transportation to/from game).
   d. Finally, have groups use their itemized lists to help them generate lists of businesses and workers connected with professional baseball who lose revenue as a result of the strike. Discuss the far-reaching economic ripple effects.

AT ISSUE: MOMENT OF SILENCE

6. Distribute the HANDOUT (pg 4). Have students read the views on the First Amendment guarantee of Freedom of Religion and use any portion(s) of each in a position paper on Georgia's "moment of silence" law and teacher Brian Bown's reaction to it.

STUDENT HANDOUT: BASEBALL BUCKS

DIRECTIONS: Choose any city in the U.S. that has a Major League Baseball franchise. Using any available resources, find out all the costs involved (per person) of attending one game and write your information in the appropriate category below.

MAJOR LEAGUE TEAM / CITY:_____

ESTIMATED PRICES PER PERSON FOR:

One ticket (field level): $_____

Parking: $_____

Food (specify:_____): $_____

Drink (specify:_____): $_____

Souvenirs (specify:_____): $_____

Other (specify:_____): $_____

TOTAL $_____

Did your TOTAL surprise you? Explain.

If you were a visitor in town for a Major League game, what other expenses might you incur? Besides those items mentioned above, what others might you have to purchase? (You do not have to estimate these costs, but list the items here:)

On the back of this sheet, list ALL businesses and industries you can think of that make money as a result of Major League Baseball games. The items you listed above will help you. Besides owners, professional players and fans, what businesses and workers are adversely affected by the baseball strike? Choose one business and discuss possible ways for it to make up lost revenues.

STUDENT HANDOUT: FREEDOM OF RELIGION: TWO VIEWS

Here are two views on the interpretation of the First Amendment to the U.S. Constitution, Freedom of Religion.

FROM JUSTICE HUGO BLACK IN EVERSON V. BD OF EDUCATION, 1947:
"The 'establishment of religion' clause of the First Amendment means at least this: Neither a state nor the Federal Government can set up a church. Neither can pass laws which aid one religion, aid all religions, or prefer one religion over another. Neither can force nor influence a person to go to or to remain away from church against his will or force him to profess a belief or disbelief in any religion. No person can be punished for entertaining or professing religious beliefs or disbeliefs, for church attendance or non-attendance...In the words of Jefferson, the clause against establishment of religion by law was intended to erect 'a wall of separation between Church and State.'"

FROM COLUMNIST JOE URSCHEL IN USA TODAY, NOVEMBER 1993:
"On the same day the courts were loosening the rules against indecent broadcasting, a school principal in Jackson, Mississippi, was fired because he allowed a prayer to be read over the intercom. A majority of students had requested the prayer...He was fired because while it is legal to pander to the appetites of millions of listeners over public airways, it is not legal for a few hundred students to pray in a public school.

Stephen Carter points out in THE CULTURE OF DISBELIEF that we now go to extreme lengths to divorce ourselves from the basic moral force of religion---a force which was an impetus for starting this form of government in the first place.

"Even at our nation's top universities, scholars fear any expression of religious belief will jeopardize their chances for tenure or promotion...We now live in fear of the word 'God.' Unless, of course, it is used in some sort of profane context."

SUPPOSE you were asked for your opinion on Georgia's "moment of silence" law and teacher Brian Bown's reaction to it. With whom would you agree? Use elements of one or both passages above, along with any other statements that support your opinion, to write a position paper expressing your views.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

THE FIRST AMENDMENT BOOK, by Robert J. Wagman. NY: Pharos Books, 1991.
"Religion: Don't breathe a word about it," by Joe Urschel. USA TODAY, Nov. 30, 1993, p. 10A.

Thursday, August 25, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Cuban leader Fidel Castro takes to the airwaves to respond to the exodus of Cubans to the United States.	3:30
HEADLINES	3	SCHOOLS IN OCCUPIED WEST BANK TO COME UNDER PALESTINIAN CONTROL...	:30
DEFINITION	4	DNA (DEOXYRIBONUCLEIC ACID): The hereditary material in genes that determines an organism's characteristics. -- World Book Encyclopedia.	:30
SCIENCE DESK	5	DNA testing provides evidence that could help exonerate or implicate a suspect.	4:15
AROUND THE WORLD	6	A 27-foot wide, 24-ton mirror tied up traffic as it was transported from NY to Pennsylvania.	:30
OUR WORLD	7	Students return to school at Randolph County High in Wedowee, Alabama.	2:55
DID YOU KNOW?	8	...73 year-old Alvin Straight set out from his Laurens, Iowa, home...on his lawn mower.	:45
CLOSE	9		1:20

EDITOR'S NOTE: TODAY'S NEWS TERMS

Fidel Castro fascist vessel DNA PCR RFLP genetic pattern reagent test strip DNA fingerprint probes double-wides

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TOP STORY - FIDEL CASTRO SPEAKS ON THE CUBAN EXODUS

1. Summarize the speech made by Cuban leader Fidel Castro. What is his perspective on the refugee situation? What does he perceive to be the causes? Discuss the U.S. response to the speech. If you were an advisor to U.S. President Clinton, what would you recommend he pursue as his next step?
2. Provide students with a copy of the RESOURCE (pg 4) on Fidel Castro and ask each one to create a timeline of Cuba's history under Castro's regime. As a class, point out major events, then choose 3 or 4 that had a strong effect on the U.S. Divide the class into groups and assign to each an event to research further from the U.S. perspective: Who was president? How was the situation handled? What impact did it have on U.S. policy and public perceptions? Challenge each group to create a timeline of that event, focusing on U.S actions and responses. Invite each group to explain its timeline.
3. Challenge students to create political cartoons. Ask each one to select one facet or one period of U.S.-Cuban relations and depict it in cartoon form. Display these on a bulletin board or overhead projector and invite each cartoonist to explain his/her political message.

SCIENCE DESK - DNA TESTING

4. What is PCR? How long does it take to complete? What advantages does it have over RFLP? Which test is the more accurate? Why?
5. Distribute the HANDOUT (pg 3). Have each group of students read the information provided about DNA testing and choose one of the two activities at the bottom of the page to help them further their knowledge about this new technology.
6. Have each group choose and research a case where DNA testing was introduced as evidence then present their cases to the class. Was DNA evidence used to clear or to help convict the suspect? If the DNA evidence used in the case implicated the suspect and he/she was not convicted, what other factors did the jury consider? Discuss.

EXTENSION: Present this question to students: If you were a juror in a murder trial, and the only substantial evidence the prosecution had was a matching DNA sample, would you vote to convict the suspect? Why/Why not?

OUR WORLD - SCHOOL STARTS IN WEDOWEE

7. In what ways is attending school in Wedowee this year different from last year? What has changed? Why?
8. Imagine that you are a student at the high school in Wedowee. Write a letter to your best friend from another district and describe your first day of school. What were some of the difficulties? How did you work around them? How do you feel about what has happened? Share your letter with the class.

STUDENT HANDOUT: DNA TESTING

Despite the ongoing debate over the role DNA evidence should play in the O.J. Simpson case, this relatively new technology is already in use daily to rule out or implicate suspects in criminal and civil cases. In fact, experts say that nearly a third of all DNA tests used by law enforcement officials in the U.S. lead to the exclusion---rather than the incrimination---of a suspect.

DNA, or deoxyribonucleic acid, carries the coded messages of heredity in every living thing. It is the genetic "fingerprint" that makes each one of us unique, different from all others. In an alphabet of 4 chemical letters---A, C, G and T---DNA in a blood or other body fluid sample spells out a 3 billion letter "word" that identifies its owner uniquely as if his/her name, address and phone number were stamped on each cell's side. The only exception to this rule is identical twins, whose DNA is the same.

Since 3 billion letters is a technological mouthful, forensic scientists use only a tiny bit of the genetic landscape in 2 DNA typing techniques, PCR and RFLP. PCR, short for polymerase chain reaction, is often the technology responsible for exonerating a suspect. It does not carry the statistical clout of RFLP, but it is a faster, easier test to conduct, and it requires less of a sample. PCR basically uses genetic matching to either include or exclude an individual as a possible suspect. In simple terms, if there was a test that could determine that the suspect's first initial was "D," that would, in theory, eliminate a suspect with a first initial "L." Such a test would narrow the field for authorities but not positively identify the suspect. This is similar to what PCR does.

RFLP, the other DNA test, takes about 6-12 weeks to conduct and requires a larger sample. Because the number of genetic markers is now unlimited, there's only one chance in a million that two different people could have the same genetic pattern shown in this test.

CHOOSE ONE OF THESE ACTIVITIES TO HELP YOU UNDERSTAND DNA TESTING:

1. Using the video and other resources, outline each step in the process used in PCR. Present your information to the class in graphic form.
2. Research and describe how probability plays a role in PCR and RFLP testing. Discuss how both defense and prosecuting attorneys would use this statistical information to their advantage.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

"Debate rages over DNA evidence," by Philip Cohen. ATLANTA JOURNAL AND CONSTITUTION, July 30, 1994, p. E1.

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*****  **    **    *
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*      *   * *   * *
********    **    ** STUDENT RESOURCE:  FIDEL CASTRO
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Fidel Castro, born in 1926, grew up on his father's sugar plantation and studied law at the University of Havana. In the 1950s, Castro led the revolutionaries opposed to the government of Fulgencio Batista, who had seized power in 1952. Along with "Che" Guevara and a small group of rebels, Castro waged guerilla warfare against the Batista government from the rugged Sierra Maestra mountains. Attracting thousands of followers, Castro and his rebels marched on Havana. On New Year's Day, 1959, Batista fled the capital.

In 1959, Castro declared himself premier of Cuba. One of his first steps toward making Cuba a socialist state involved the expropriation of U.S. sugar mills in that country. This led to protests by the U.S. government. As relations with the U.S. worsened, Castro sought alliances with the USSR that culminated in a trade and aid pact in 1960. The U.S. broke off diplomatic relations with Cuba in January, 1961. In April, 2,000 Cuban exiles, trained and armed by the U.S., launched an ineffectual attack on southern Cuba's Bay of Pigs. About 300 invaders were killed and the rest captured.

In 1962, the USSR, under Nikita Khrushchev, agreed to send arms to Cuba. The U.S. protested the existence of Soviet bases 90 miles from Florida--close enough to launch missiles. When Khrushchev refused to dismantle the bases, the U.S. implemented a naval blockade of Cuba. After a tense showdown between U.S. and Soviet warships, Khrushchev agreed to stop construction of bases and to remove all missiles from Cuba.

Nevertheless, Castro and the Soviet Union maintained close economic ties, with Cuba receiving billions of dollars in aid throughout the 60s and 70s. In return, Castro exported sugar to the USSR and promoted revolution throughout Latin America, urging rural workers to overthrow their governments and sending rebels to Venezuela, Guatemala and Bolivia. American revolutionaries sympathetic to Castro hijacked planes to Cuba.

With the decline of Communism and Soviet economic support in the 80s, Cuba's economy foundered. To preserve his power, Castro cracked down on opposition and imprisoned those who criticized his policies. The Cuban leader has allowed citizens to leave Cuba, however, and hundreds of thousands have fled to the U.S., Puerto Rico, Mexico and Spain. In 1980, the U.S. agreed to accept thousands of Cuban political prisoners; the boats leaving the port of Mariel also contained convicted criminals. This became known as the Mariel Boatlift. Over 500,000 Cubans and Cuban-Americans now reside in the Miami area and the exodus continues.

Friday, August 26, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	The U.S. Senate has passed Pres. Clinton's $30 billion Crime Bill.	5:00
HEADLINES	3	DAUGHTER KILLED IN ACCIDENT BECOMES HEART DONOR TO FATHER...	:45
THIS WEEK	4	CNN NEWSROOM brought you stories about Mexican elections and Cuban refugees.	2:50
AROUND THE WORLD	5	A $90,000 surveillance system now protects the famed "Hollywood" sign....	:30
NEWSQUOTE	6	Sir Winston Churchill on spirituality...	:30
EDITOR'S DESK	7	Participants in on-line spirituality respond to a "cyber" calling.	3:10
NEWSDATE	8	On this date...1920...1980...	:30
LOOK AHEAD	9	NEXT WEEK: MAKING MUMMY	:30
CLOSE	10		1:15

EDITOR'S NOTE: TODAY'S NEWS TERMS

boot camps	grant	assault weapons	campaign trail
coalition	on-line	non-denominational	old-world values

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TOP STORY - CRIME BILL

1. Assist groups of students in searching on-line and media resources to find information about the different provisions of the Crime Bill. Distribute the HANDOUT (pg 3) and have groups fill in the chart, summarizing some of the provisions and their approximate costs. Share findings, then challenge each group to take a vote on each provision they have researched. If they reject any provisions, have students suggest alternatives they think would be more effective against crime and present their "new" crime bill to the class, supported by their rationale.

THIS WEEK - NEWSQUIZ (pg 4)

2. Provide each student with a copy of the NEWSQUIZ. Clues are given at the bottom for the following terms: a) Palo Alto; b) Mariel Boatlift; c) Ernesto Zedillo; d) bulimia; e) Emma Lazarus; f) Henrich; g) icon; h) hydrocarbons; i) Wedowee; j) silver; k) silence; l) Castro. CHALLENGE terms: Bay of Pigs, Cathy Rigby, Bown, prom, Cuba, baseball and RFLP.
3. Now that students have practiced finding terms and writing their own clues, ask them to create their own word searches based on current events or as a review for an exam. Students should exchange papers with a partner and test how well they know the material by trying to complete as much of the word search as they can without consulting their notes.

EDITOR'S DESK: A NETWORK OF FAITH

4. Discuss the different services provided by religious networks. What circumstances necessitate such services? Ask students to provide examples from the video then speculate about other people who might make use of on-line religion.
5. Challenge groups of students to consult social service listings then imagine other services that could be provided through on-line networks for people in isolated areas or far from home, such as college students overseas, military families, researchers at remote facilities, etc. Ask each group to propose one service and explain:
   a. Who would benefit from such a service? How?
   b. Who would provide the expertise for the service, who would be on the other end of the line for the clients?
   c. What advantages might providing the service via computer offer to a person? In what ways might it be superior to traditional, face-to-face service?
   d. What disadvantages might be associated with the computer? How might these be mitigated?

   As a class, discuss the viability of each group's network: what kinds of services are feasible to provide by computer? Which services are more difficult to offer long-distance? Why?

August 26, 1994 (3)

STUDENT HANDOUT: CRIME BILL

DIRECTIONS: Use current media resources to find out the specifics of the Crime Bill that has passed the U.S. House and Senate. For each category in the chart below, briefly summarize what was approved and its approximate cost, if known. Some information has been completed to help you.

PROVISION DEALING WITH...	SUMMARY OF ACTION	APPROX. COST, IF KNOWN
LAW ENFORCEMENT	Adds 100,000 police on streets	$13.5 billion
CRIME PREVENTION	Social programs including "midnight basketball" for inner-city youth.	$ 6.9 billion
DEATH PENALTY		
GUN CONTROL		

Add any other provisions you find to the back of this sheet. Share your data with the class.

Work within your group to determine the provisions you think will be effective against crime. Have all members of your group vote on each provision. If you reject any, suggest alternative ideas and present your new bill to the class.

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*    * ******   **   **   ***** ***** *****  * ****** WORD SEARCH
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DIRECTIONS: Circle terms from this week's CNN NEWSROOM stories. Use the clues at the bottom to guide you. Note: Words can be vertical, horizontal or diagonal, as well as forward or backward.

O	K	B	O	W	N	Z	S	I	L	E	N	C	E
X	L	U	C	P	Y	M	N	A	Q	U	B	S	P
E	L	L	N	W	O	G	O	R	T	S	A	C	A
F	A	I	I	E	N	T	B	X	G	N	Y	T	L
L	B	M	N	D	W	L	R	Z	P	R	O	M	O
G	E	I	O	O	E	H	A	P	L	E	F	H	A
R	S	A	N	W	K	Z	C	N	O	V	P	V	L
M	A	R	I	E	L	B	O	A	T	L	I	F	T
C	B	A	Y	E	K	C	R	T	O	I	G	B	O
A	R	B	L	S	I	D	D	N	S	S	S	P	B
H	U	U	S	Z	E	A	Y	R	M	E	Y	L	P
O	H	C	I	R	N	E	H	L	T	R	N	F	H
Z	Y	B	G	I	R	Y	H	T	A	C	D	R	D
L	M	N	S	U	R	A	Z	A	L	A	M	M	E

a. Internet Town
b. 1980 exodus from Cuba
c. president of Mexico
d. binge/purge eating disorder
e. Statue of Liberty poet
f. anorexic gymnast Christy...
g. computer menu picture-symbol
h. pollutants from engines
i. town whose school burned
j. precious photo by-product
k. a controversial "moment"
l. president of Cuba

SUPER CHALLENGE: Did you find any other terms? Circle them and create your own clue list here:

Monday, August 29, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Shopping malls are not a modern invention, as an archaeological dig around Washington, D.C., will verify.	4:10
HEADLINES	3	-THE CUBAN EXODUS HAS SLOWED DOWN -MID-LEVEL TALKS BETWEEN CUBA AND THE U.S. ARE PLANNED	1:00
D.C. YARD SALE	4	The District of Columbia attacks its multi-million dollar deficit with a unique yard sale.	1:00
FUTURE DESK	5	The human anatomy becomes a "hands-on" study through interactive technology and ADAM Software.	3:15
AROUND THE WORLD	6	Today marks the 35th anniversary of the Austin Mini.	:45
OUR WORLD	7	This blues prodigy is a real surprise: he's 11, Caucasian and Australian.	2:45
CLOSE	8		1:20

EDITOR'S NOTE: TODAY'S NEWS TERMS

shopping mall	archaeology	quartz	pre-historic
budget deficit	Austin Mini	American music	blues music

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1. What have archaeologists found near Washington, D.C.? What have scientists deduced about its use? How is this similar to a "mall" of today?
2. Challenge groups of students to uncover their region's ancient history. Assign each group a local historical or archaeological site--different eras of the same site can also be used--to research and present to the class. Each group should try to discover: when the site was used or inhabited, by whom, for what purpose(s) and why it was a desirable site. Invite students to evaluate the evidence: what have archaeologists found? What conclusions have they drawn about the lives of ancient people's? Are these plausible deductions? Explain.
3. Invite groups of students to become sociologists of the modern mall phenomenon. Using the general questions "What is a mall? What is it for?" as a guide, allow each group to pursue its own method of inquiry. Some suggestions include: surveys/polls on why people go to the mall, observation of "mall behavior," researched histories of local malls, interviews of architects on the strategies of mall layout, etc. Have each group present the results of its research.
4. As a class, discuss what archaeologists 9,000 years into the future might conclude about your town or region based on its malls. Ask each student to contribute the name of one shop, restaurant or even a single item that could be found in the local mall. Write these on the board. Then imagine that these items are unearthed many years from now. What deductions might those future archaeologists make about your community? How accurate would they be? Explain.

OUR WORLD: BLUES PRODIGY HAILS FROM "DOWN UNDER"

5. What makes Nathan Cavaleri an unusual blues musician? What, according to tradition, have the blues been about?
6. Challenge small groups of students to explore the traditions of American music. Provide each group with a copy of the HANDOUT (pg 4) and assign each one a musical style to research and present to the class. After all groups have presented, work as a class to create a bulletin board of American music, illustrating its broad categories, depicting its history and revealing the influences among the different styles.

TO THE TEACHER: A CNN NEWSROOM PROGRAMMING NOTE

The International Conference on Population and Development will be held in Cairo, Egypt, September 5-13. Mark your calendars and watch this week's special programs:

* Tonight on TBS from 8:00 pm to 10:00 pm ET: "The Facts of Life" examines the relationship of increasing population and overtaxed resources; "Facts of the Heart" looks at the efforts to empower women in developing countries; and "Facts of the Mind" explores ways cultural evolution lags behind technology.

***** * * ***** * * ***** ***** August 29, 1994 (3)
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* ***** * ***** * * ***** DESK: ADAM INSIDE

1. BEFORE VIEWING: As a class, create a list of learning "tools" students now use that were not available when their parents/grandparents were in school. Have these new tools improved education? Explain.

2. AFTER VIEWING: How is ADAM Software an example of the positive application of technology to education? Is technology always a

positive influence? Cite examples to support your answer.

3. Describe the interactive capabilities of ADAM software. Why is the human anatomy a perfect application for CD-ROM technology? What other specific subject areas could make excellent use of such technology? Why? In what areas might technology interfere with "hands-on" learning? Explain.

4. ADAM was created for use in medical schools and doctors' offices. The "ADAM" in ADAM Software stands for "Animated Dissection of Anatomy for Medicine." ADAM is certainly a more marketable term for the home market. What adaptations, besides the name, had to be made to the software in order for it to be useful in the home market?

EXTENSION: How would you adapt the marketing of the home version of ADAM software? Design a marketing slogan for the home market. To whom would you address your marketing campaign? Why?

5. Working in groups, have students create a technology shopping list for their school.
   a. Groups should use newspaper and television advertisements, educational journals and catalogues, and faculty and administration interviews to discover the technological possibilities and needs of the school community.
   b. For each item on their lists, students should present a description of the product, the cost of the purchase, including any "hidden costs" of supporting the purchase, and the rationale for the expenditure.
   c. Have groups correlate their lists and come up with the class "Top Ten." Ask volunteers to present their information in a feasibility report to the finance/fundraising committee of the PTA or to the local school board.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------
ADAM Software CD-ROM Technology animation interactive software

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******** ** ** STUDENT HANDOUT: AMERICAN MUSIC A-Z

August 29, 1994 (4)

DIRECTIONS: Become a "prodigy" of American music history. Research your assigned music style and fill in the following fact-gathering sheet. Be prepared to share your findings and examples of the music with your classmates.

My research topic is: (Circle the style assigned to you): acid rock, big band, bluegrass, blues, Cajun, country & western, crooners, folk, folk rock, fusion, gospel, Hawaiian, heavy metal, hill-billy, honkey-tonk, jazz, motown sound, new wave, protest, punk, ragtime, rap, reggae, rock and roll, rhythm and blues, salsa, spirituals, swing, Tex-Mex, zydeco.

WHEN?--ORIGINS AND ERA OF POPULARITY	80

WHY?--PURPOSE OR GOAL (DANCING, WORSHIP, ETC.)	
HOW?--KEY FEATURES, CHARACTERISTICS	
WHERE?--REGIONS, CITIES, VENUES	
WHO?--FAMOUS MUSICIANS, PERFORMERS	
WHAT (WILL WE PLAY)?--LIST OF SONGS TO SHARE	

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******   ***     ***     *                Tuesday, August 30, 1994
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**********     ***     *** ANCHOR DESK _____________________________
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	Today's family often bears little outward resemblance to the traditional nuclear family configuration.	4:35
HEADLINES	3	FAIR WEATHER LIKELY TO INCREASE INFLUX OF CUBAN REFUGEES THIS WEEK...U.S. CONDEMNS KILLING OF PRO-DEMOCRACY PRIEST IN HAITI	1:00
AROUND THE WORLD	4	Originally from India, millions of Gypsies now reside in Eastern Europe and throughout the world.	1:00
INTERNAT'L DESK	5	Proposed legislation in Great Britain threatens to undermine Gypsy culture.	2:50
NEWSFACT	6	A new school opens on Montana reservation...	:30
OUR WORLD	7	These kids may be acting in a movie but, for most of them, the dilemmas can be found right next door.	2:30
NEWSDATE	8	On this date...1967...1983...	:30
CLOSE	9		1:05

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

Generation	SP	traditional family	Gypsies	nomadic
Tom Lee	East Bay Center for Performing Arts		Redge Green	parable

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TOP STORY - A NEW KIND OF FAMILY

1. BEFORE VIEWING: Brainstorm a list of different family configurations based on students' knowledge and experience: two parents with children, single-parent, blended families, etc. Work together to develop a definition of "family" which includes all the kinds listed.
2. AFTER VIEWING: In what ways have families changed? What are some of the concerns expressed? Do students believe these concerns are valid? Discuss. How are social services trying to strengthen families and improve parenting skills?
3. Challenge groups of students to create courses on parenting based on interviews with their own care givers.
   a. Distribute a copy of the HANDOUT (pg 3) to each student.
   b. As a class, create 4 or 5 interview questions. Help students phrase thoughtful, open-ended, unbiased questions, such as: What is most challenging about parenthood? What is the most important thing to teach children? Have students write questions on the HANDOUT.
   c. After the interviews, instruct groups to discuss the results and use them to design courses for would-be parents. As a class discuss their curriculum ideas: What are some of the common threads that run throughout? How might these courses be adapted to assist all families?

INTERNATIONAL DESK - BRITAIN'S GYPSIES

4. Who are the Gypsies? What is the origin of their culture? How might pending legislation mean the end of the Gypsy lifestyle in Great Britain?
5. Divide the class into two groups--one representing the Gypsies, one the landowners--in a hypothetical "town meeting" in Great Britain. Assist groups in researching data supporting their respective points of view. Moderate the town meeting, allowing each side ample time to present its views and for discussion. Challenge groups to hammer out a compromise that would allow the Gypsies to continue their lifestyle without jeopardizing the rights of property owners.

OUR WORLD - MOVIE WITH A MESSAGE

6. Ask students: What kind of message would you like to convey to others about the challenges they face as the youth of the 90s?
   a. Distribute the HANDOUT (pg 4) and have each group read a fable or parable, describe its contents by following the directions on the HANDOUT, then "translate" it into a story with a message for 90s kids.
   b. Help groups write scripts for their stories and videotape, if possible, or perform their work live for the class.

   What does each story say about the world of the 90s student? What does it say about these students' hopes for the future?

STUDENT HANDOUT: PARENTING 101

PART I. DIRECTIONS: List the interview questions created in class. Use the reverse side for more questions. Interview one of your primary guardians. Record his/her answers in the spaces provided.

INTERVIEWER:_____

PERSON INTERVIEWED:_____ RELATIONSHIP:_____

QUESTION #1:_____

ANSWER:_____

_____

QUESTION #2:_____

ANSWER:_____

_____

QUESTION #3:_____

ANSWER:_____

_____

QUESTION #4:_____

ANSWER:_____

_____

PART II. DIRECTIONS: Discuss the responses with your group, then develop a curriculum for a course on parenting. What topics would you cover? What would you want students to understand or be able to do? Record your group's ideas on this sheet and be prepared to share your version of Parenting 101 with the class.

PARENTING 101 COURSE OVERVIEW

_____

_____

_____

STUDENT HANDOUT: FROM FABLE TO FILM

DIRECTIONS: If you could present a message about an issue confronting today's youth, what would you say? Look for fables, parables or similar stories with a "message" or "moral" that you feel could be adapted to this end. Read it carefully, then answer the questions:

The name of the fable/parable I read is:_____

_____

It was authored by (if known):_____

The main characters are:_____

_____

The story is about_____

_____

_____

The moral, or lesson, of the story is_____

_____

_____

NOW adapt this story and update it so that the '90s version conveys your message about an important issue.

The characters in my modern-day "fable" or "parable" are:_____

_____

The basic plot is:_____

_____

My message is:_____

_____

Write a script for your updated fable. Videotape or perform it live for the class. What does it say about your world? Your hopes for the future of that world?

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******   ***     ***     *                Wednesday, August 31, 1994
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**********     ***     *** ANCHOR DESK _____________________________
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Schools and the government are working to put the bite on fat in school lunches.	4:40
HEADLINES	3	CUBAN "RAFTER RESURGENCE" IS UNDERWAY IN SPITE OF DANGERS...	1:00
NEWSFACT	4	University of Wisconsin football fans will be frisked to crack down on alcohol use...	1:00
BUSINESS DESK	5	Video retailers expand product lines in an effort to keep up with changing technology.	2:30
AROUND THE WORLD	6	Civil rights figure Rosa Parks was robbed and beaten in Detroit...French tourists were stranded over Mont Blanc...Last Allied troops prepare to leave Berlin...	1:00
Af ISSUE	7	School Uniforms: a method of preventing gang violence or a violation of students' First Amendment rights?	2:55
CLOSE	8		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

U.S. Dept. of Agriculture	saturated fat	dress code
First Amendment	gang colors	ACLU

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TOP STORY: SCHOOL LUNCHES

1. Compare and contrast the old and new regulations for school lunches. What prompted the changes?
2. In addition to nutrition, what other factors must be considered in selecting a school menu? Discuss examples from the TOP STORY of schools and programs that are attempting to improve school lunches. Do students believe similar programs would find support at their school? Why/Why not?
3. Use this opportunity to help students become familiar with new government-required nutrition labels on foods sold in the U.S. Have students bring in package labels. As a class, analyze the information presented and discuss what these facts mean. Have students work in groups to research the recommended allowances for fat, sodium, etc., for students of their age. Have groups share their information, then return to the labels and reevaluate the content of each food as part of a healthy diet.
4. Distribute the HANDOUT (pg 4) to groups. Challenge each group to create the "perfect" lunch: one that is nutritious, cost-effective and delicious. Have groups follow the directions on the HANDOUT to chart the fat, sodium, calories, etc., of each component of their lunch menus, calculate its cost per serving and give their entree a name. Have groups share their ideas and, if possible, prepare and serve their lunch entree to the class. Have the class vote on the best all-around entree and present the recipe to the school cafeteria.

AT ISSUE: SCHOOL UNIFORMS

5. Why are some public schools requiring their students to wear uniforms? Describe some parents' division over the decision. What mandate does the Superintendent of Chicago's public school system have to implement the uniform code? How does he feel about the prospect of lawsuits by disgruntled parents?
6. Do you wear uniforms at your school? If so, what are some of the advantages of this kind of dress code? Are there any disadvantages? Explain. If you don't wear uniforms, do you think wearing them would benefit your school? How? Why might it not be a good idea for your school?
7. Divide the class into three groups: lawyers to represent the Chicago School System; lawyers for the ACLU to represent parents who are against the uniforms; and, Supreme Court Justices.
   a. Each group should familiarize itself with the pros and cons of mandatory school uniforms and some of the arguments that have been used on both sides.
   b. Have the Justices "hear" arguments from both sides, then decide for the school board or for the ACLU by majority vote, accompanied by a statement of their rationale.

   Do mandatory school uniforms violate First Amendment rights or promote a more equal education for all? Discuss.

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*   * *   *    **   *   *   * * *        **    **       AVOIDING
***** ***** ***** ***** *     * ***** ***** ***** DESK: OBSOLESCENCE
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1. BEFORE VIEWING: Define the concept of obsolescence and ask for examples of products that are now obsolete. For each, discuss the factors that rendered the product less profitable. Was the product replaced by something technologically superior, e.g., calculators for slide rules, CDs for LP records? Did changes in consumer lifestyles and fashion make the product less desirable, e.g., bustles, corsets and powdered wigs? Invite students to name products now on the market that may become obsolete within the next decade and to explain their reasons for selecting those products.

2. AFTER VIEWING: Trace the rise of video stores. What technology caused the boom? What technology now threatens this industry? What strategies are video store retailers using to remain profitable? What features, services and product lines would encourage video store owners to continue to visit video stores, even if they could access movies from home via cable?

3. Discuss additional "mature market" strategies, such as introducing old products to new markets, finding new uses for old products, offering additional products and services and promoting more frequent use among a smaller clientele.
   a. Divide the class into groups, each representing the owners of a service or retail chain. Challenge groups to use these strategies and others to keep their businesses profitable in the 21st century.
   b. Assist each group in selecting a kind of business that may be threatened with obsolescence within the next decade. Suggestions: bookstores, banks, movie theaters and music stores.
   c. Ask each group to prepare a presentation explaining the competition and market forces their business is likely to face and the strategies they will use to defend it from obsolescence.

4. Invite each student to predict the future of retail by creating an ad for a "Grand Reopening" of a business that has updated itself to compete in the year 2005. What new features, products and services will be offered to attract customers? Post and discuss the advertisements and the strategies used.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

obsolescence videodisc CD ROM audio books market strategies

STUDENT HANDOUT: THE PERFECT LUNCH

DIRECTIONS: Try your hand at creating the "perfect" lunch. It has to be nutritious---you will want to consult available resources to get information on the fat content, calories, etc., of your chosen ingredients. Its cost per portion must be reasonable, so that a school could afford to serve it. Finally, it must be appetizing, so that students will want to eat it!

Describe the entrees in your "perfect lunch" menu, then list their total grams of fat, cholesterol, sodium, total carbohydrates, protein, calories and calories from fat per serving.

MENU COMPONENT	TOTAL FAT	CHOLES-TEROL	SODIUM	CARBO-HYDRAT.	PRO-TEIN	CALORIES	CALORIES FROM FAT

List any additional vitamins and minerals for your lunch on the back of this sheet.

Figure your cost per serving of the entire lunch here. Remember to include the cost of all ingredients and divide by the number served.

Present your menu and its accompanying information to the class. Give your entree an appetizing name and, if possible, prepare it for the class.